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ABSTRACT

This directory, produced by the California Tomorrow Immigrant Students Project, describes 75 model programs for the education of immigrant children in California. Program descriptions are grouped around the following nine theme chapters: (1) "The First Steps: Orientation/Assessment and Newcomer Support" focuses on orienting immigrant students to American schools, assessing their academic status, health, and mental health, and meeting their needs prior to mainstreaming; (2) "Bridging Two Cultures: Support for an Immigrant Child's Sense of Self" focuses on cultural maintenance, guidance and counseling, and war-trauma programs developed by community groups, youth agencies, and school personnel; (3) "Intercultural Relations" addresses the need for conflict mediation, prejudice reduction, and friendship programs; (4) "In the Classroom: Curricula and Student Projects" provides models of multicultural student projects and curricula; (5) "Academic Support" presents school- and community-based English language, remedial, and cultural adjustment programs; (6) "Using Technology" describes projects that use multimedia technology; (7) "Immigrant Parents and the Schools" focuses on parent participation programs; (8) "Teacher Training" describes multicultural training for classroom teachers; and (9) "Working Towards a Comprehensive View" discusses the need for developing culturally appropriate programs that integrate services to address the wide range of immigrant student needs. The following material is appended: (1) a list of resources and funding available from the California State Department of Education; (2) a 47-item bibliography of literature, films, and curricula for the elementary level; (3) a 63-item bibliography of books, films, and curricula for the secondary level; and (4) indexes by program name, city, and school level. (FMW)

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BRIDGES

Promising Programs
For the Education
Of Immigrant Children



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A Publication of the California Tomorrow
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BRIDGES

**Promising Programs
For the Education
Of Immigrant Children**

**A Publication of the
California Tomorrow
Immigrant Students Project**

Laurie Olsen, Project Director

BRIDGES

Promising Programs For the Education of Immigrant Children

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BRIDGES is a publication of California Tomorrow's Immigrant Students project, which began in 1986 with research on the needs and experiences of immigrant students in schools throughout California. In 1988, the California Tomorrow publication, *Crossing the Schoolhouse Border: Immigrant Students in the California Public Schools*, was published reporting on the findings of that research. Project staff continue their work via inservice trainings, conferences, coalition-building among immigrant educators, policy research and advocacy.

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Front cover: A day in San Francisco's Golden Gate Park for students from China, El Salvador, the Philippines, Ethiopia, Russia, Laos, Mexico and the United States.

Photo by Kingmond Young.

Back cover: Children practice storytelling in Richard Shope's MIME Media workshop at the Castelar Street School in Los Angeles (see page 78).

Photo by Geoff Hartmann.

THE majority of immigrant students in California have never been served by the kinds of programs and support systems described in this volume. The educational, social and economic barriers that face immigrant children are also shared by many U.S.-born children of color and poverty. Many of the ideas in BRIDGES have been or could be adapted to use with students of all backgrounds.

BRIDGES is offered with the hope that one day every student will be assured the learning tools and personal attention in our schools and communities that will guarantee his or her right to a life of choices and peace.



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Overview

IN THE PAST DECADE, a major immigration wave from all over the world has led to profound demographic changes in California. From every continent, representing hundreds of cultural and national groups, speaking dozens of languages, immigrant children have enrolled in schools throughout the state. As a result, new programs, structures and policies are needed to ensure an equitable and appropriate education for this increasingly diverse student population — both immigrant and U.S. born. The challenge of educating children from such a broad range of linguistic, cultural, racial, ethnic and socioeconomic backgrounds is tremendous and unprecedented.

BRIDGES: Promising Programs for the Education of Immigrant Children is a tool for educators and community advocates concerned about creating schools responsive to the needs of immigrant students and a diverse world. Innovative teachers, administrators, parents and community groups throughout California have begun meeting this challenge by sculpting a wealth of new curricula, academic programs, support services and parent outreach efforts to address the barriers faced by immigrant children in the schools. *BRIDGES* presents 75 of these programs. It is meant to promote communication among educators and advocates, and to provide ideas, models and inspiration to all who are striving to re-shape teaching, classrooms and schools in ways appropriate to the new diversity of our state.

Chapter 1, *Orientation/Assessment and Newcomer Support*, focuses on programs designed to orient newcomer students to United States schools, and assess their academic, health and mental health status in order to facilitate appropriate program placements. This chapter also presents four models of newcomer schools which address the initial academic and support needs of immigrants prior to full placement in mainstream schools.

Chapter 2, *Bridging Two Cultures: Support for an Immigrant Child's Sense of Self*, presents support programs developed by immigrant community groups, youth-serving agencies, and school personnel to provide guidance to immigrant students as they negotiate their transition to a new land, culture and national identity. It includes cultural maintenance programs, emotional counseling and guidance support mechanisms, and services for war traumatized children.

Chapter 3, *Intercultural Relations*, addresses the need for conflict mediation, prejudice reduction and friendship programs designed to break down the barriers of language, fear, hostility and prejudice among immigrant and U.S.-born young people.

Chapter 4, *In the Classroom*, provides models of student projects and curricula which make immigration and the cultural/national backgrounds of students the content and focus of classroom learning.

Chapter 5, *Academic Support*, presents both school- and community-based program models which assist immigrant children in the effort to learn English, overcome academic gaps due to dislocation, poverty or war, and successfully manage the enormous academic challenges of learning in a new language, culture and educational system.

Chapter 6, *Using Technology*, describes six projects that use multimedia technology to work with children who are not yet fluent in English. Computer labs offer translation support and individualized responsive tutoring to students for whom there is a shortage of teachers who speak their language. Radio and video provide forums for communication and expression from which even children with limited literacy skills can benefit.

Chapter 7, *Immigrant Parents and the Schools*, offers outreach and program models to involve immigrant parents in their children's education, and to overcome cultural and linguistic gaps between the schools and the home.

Chapter 8, *Teacher Training*, describes programs which recognize teachers' need for

knowledge and understanding about specific cultures and language groups, and which respond to the urgent need to develop new approaches for teaching classrooms of diverse students.

Chapter 9, *Working Towards a Comprehensive Vision*, discusses the need for visions of culturally appropriate schooling which encompass a wide range of student needs, and the integration of services to address those needs. While many school districts and campuses can boast an innovative program or two serving immigrant children, comprehensive approaches, which consider the "whole child," are still rare. Two case studies of efforts to create and implement such a vision are presented.

A series of Appendices provide information, resources and contacts in the following areas: funding, legal issues, resource centers and organizations, services and materials available from the State Department of Education, and children's literature and curriculum materials about immigration appropriate for the elementary and secondary classroom.



Introduction

“CALIFORNIA is changing. A rainbow of faces, a multitude of languages fill the classrooms of California's public schools, providing a preview of our future society—a preview not to be ignored. The historically rich diversity of the state's population is only becoming more so—largely due to immigration.”

So began California Tomorrow's report published in 1988, *Crossing the Schoolhouse Border: Immigrant Students in the California Public Schools*. The product of two years of research and interviews with students, educators and the greater community, the report described the school experiences of immigrant children — more than one-sixth of the state's total public school population. It outlined the concerns of immigrant communities about the education of their children and the impact of immigration upon the school system. Our research found that most immigrant children have tremendous needs not addressed by the schools. They face barriers of language, culture, health and mental health that prevent their full participation in school and, as adults, in the job market and in public affairs. Children often arrive in the U.S. with large academic gaps, compounding the task of leaping cultures and tongues and often leading to school failure and unacceptably high dropout rates—close to 70%. Meanwhile, their teachers are confronted with classes of students speaking many different languages with widely disparate educational, cultural, national and life experiences. It is not surprising that they sometimes despair of their ability to teach under such conditions.

Crossing the Schoolhouse Border presented strong recommendations for programmatic and policy changes and listed resources and program models to exemplify its recommendations. The report became a focal point for many people concerned with immigrant education in California. Educators, immigrant community advocates and others began to call the California Tomorrow offices with requests for information, training and assistance in contacting others throughout the state facing challenges similar to their own. *Crossing* went through three re-printings as the word spread, and project staff presented over 300 workshops, in-service training sessions and speeches to audiences all over California.

The report's reception made evident the widespread demand for new information about the needs of immigrant children, and for new approaches to teaching them. At the same time, *Crossing's* release brought forward many people who were developing new approaches, curricula and teaching materials. As they began sharing their experiences and successes with us, it became clear that there was neither a mechanism to document their groundbreaking efforts nor an efficient way to facilitate the exchange of ideas and information. Flooded with requests for models, contacts, ideas—and increasingly privy to information about hitherto undocumented new program models and materials—California Tomorrow became a clearinghouse for information about immigrant education. This compendium is a collection of promising developments in the field.

BRIDGES: Promising Programs for the Education of Immigrant Children is intended to be a tool for educators and community advocates trying to serve immigrant children in schools. It is meant to facilitate communication among those who are developing new approaches, curricula and programs. Making visible the creative developments in immigrant education, *BRIDGES* provides ideas and inspiration to all who are striving to reshape teaching, classrooms and schools. The collection also offers a forum to some of the eloquent voices speaking on behalf of all of California's children.

BRIDGES demonstrates what can be done. It shares lessons learned in the evolution of new state-of-the-art public schooling that recognizes and celebrates diversity. However, the examples here will also reinforce a message that bears repeating: there is much left to do.

Background

For the past decade, an unprecedented immigration wave—primarily but not exclusively from the Pacific Rim and nations south of the border—has brought hundreds of thousands of people to the United States. African-Americans, Latinos, Asians, Native Americans, Anglos: California is ethnically, racially and culturally the most diverse society that has ever existed—a historically unprecedented experiment. This diversity poses whole new challenges to all public institutions, but particularly to the schools: immigrants, primarily a young population, arrive in California from all over the world in prime childbearing years.

In the 1988-89 school year, the number of white school children in California fell below 50%, and for the first time there was no single ethnic majority group in the schools. This trend will continue into the next century as the numbers of Latinos and Asians increase disproportionately, largely because of immigration. Over the past ten years, the number of children whose first language is not English in California public schools has nearly tripled. One in four school children live in homes in which English is not the primary language.

The incredible diversity of newcomer students compounds the challenge. We are not facing bilingual schools or bilingual communities, but multi-lingual, multi-national and multi-cultural ones. Immigrants arriving from hundreds of nations and cultures, from every continent, represent close to 100 language groups. They arrive propelled by factors such as war, poverty, political upheaval, and natural disasters that have devastated their homelands.

Our research found that these immigration waves have caused upheavals in a school system unprepared for incorporating and educating the complex mix of cultures, languages and nations represented in the student population. While there has been tremendous headway made in the past decade or so in the development of language programs for children who speak limited English (Limited English Proficient or LEP), several factors complicate the implementation of academic and support programs that would fully address the educational needs of newcomers. For instance, California is experiencing a severe shortage of teachers with the language skills and training necessary to teach children whose first language is not English. There is a critical shortage of both curricula and texts written in the languages of the newcomers and training resources for teachers who work in multilingual, multinational and multicultural classrooms. Because understanding of the extent of immigrant children's needs is minimal, educators lack models for addressing the full range of those needs. Finally, decisions about developing and supporting such programs are embroiled in emotional political debates about bilingualism and about control of immigration and United States borders. Political disputes about immigration often have blocked prompt or full implementation of educational programs for newcomer students.

Many educators are unaware of the needs of these newcomers; others, well aware that current groupings, pedagogy and instructional approaches are not appropriate for the new diversity in the schools, are unsure of what to do differently and feel stymied by time and resource constraints. Some are, frankly, hostile and resist doing anything considered "extra" for the foreign-born child.

However, some individuals are indeed meeting the challenge with the best of their creativity, excitement and commitment to reshape schooling appropriately for all students. Within their own classrooms, communities and schools, they are developing whole new curricula, support programs, pedagogy and approaches to assessment and placement. They are enlisting the cooperation of parents who have hopes and dreams for their children's education and who have for too long been invisible at schools. They are redefining education. *BRIDGES* describes some of their efforts.

About This Compendium

BRIDGES describes 75 programs in nine chapters devoted to specific aspects of immigrant education: orientation and assessment, transition support, intercultural relations, curricula and student projects, technological teaching approaches, academic support, parent/school relations, teacher training, and comprehensive models. Each program description includes a contact person and address in order to facilitate exchanges between practitioners in California concerned about immigrant education and to encourage the replication of existing programs and the innovation of new ones. Readers are invited to seek more information—or to see for themselves by visiting the programs.

In spite of the fact that an essential cornerstone of an effective academic program for immigrant children is strong English language development and native language support, *BRIDGES* does not include a section on language programs. The fields of second language acquisition and bilingual teaching already boast an impressive body of research and theory, as well as many important publications about effective programs. Therefore, rather than attempt to duplicate that body of information, *BRIDGES* has focused instead on other aspects of immigrant education. Although this is a collection of programs that differ in scope, method, and cost, they all share the spirit of discovery and continual refinement, and the commitment to ascertain and address the needs of the immigrant student. Still, the programs in *BRIDGES* do not together comprise a blueprint for immigrant children's education. The cutting edge in immigrant education is still being honed. The people who have developed these programs do not consider them finished. In fact, the majority of these programs were designed by individuals working in a virtual vacuum—in a classroom, a school, or a few districts—without any models to follow. Often they made errors along the way. Moreover, there is rarely thorough evaluation or documentation of the efforts of these innovative practitioners, who simply have not had the time, resources or expertise to do so.

This collection does vary in the degree of program detail and the approach to writing about each project. This is partly because some of the programs have been able to produce technical assistance manuals and materials, have been formally evaluated for success, or have been publicized in the news media; we were able to call upon these resources to enhance our descriptions. But other programs that are in the initial stages of development or surviving on shoestring budgets or minimal support, were unable to provide us with full descriptive and evaluative information. Rather than leave them out of *BRIDGES* altogether, we have simply based our descriptions on available material and interviews with the key staff of those projects. Site visits to each project would have been ideal for documenting their impact. But, within our own resources, and in response to the urgency to begin circulating program models, we chose to share whatever information we had.

To some degree, the selection of programs for this compendium was serendipitous. Programs were identified in a variety of ways. We conducted an extensive mailing to professional associations and individuals involved in immigrant education throughout the state, asking them to suggest programs, individuals, materials and efforts they felt were significant innovations. At every workshop and speech we gave we asked participants to let us know of any creative programs or efforts. We attended professional association meetings and combed the workshop offerings for possible programs. Foundations and funding sources were contacted for their lists of innovative programs. And, we asked all the nominees where they had gotten ideas, inspiration and assistance and followed those leads.

We are well aware that we could not and did not identify all of the experimentation, innovation and development of exciting new models in California. We hope that we have

captured enough of the major thrusts to give a picture of what is possible, of the first steps in what should be a continuing process of defining and redefining what can be done.

In some cases, sufficiently developed and well-known approaches to immigrant education have been replicated by different communities. In such cases we chose to present a few programs representative of that approach. Thus, for example, while we know of newcomer centers and programs that exist or are being set up in 21 districts, we selected four that demonstrate a range in context, philosophy, approach and implementation. In other cases, programs here are just beginnings—partial and experimental. But because they were the only efforts we could find that addressed a particular need, we chose to include them.

Some of the programs described are the creations of individual teachers working in isolation in their own classrooms, while others were developed by teams of teachers working with their administrator in a school. Some are whole-district responses resulting from strong leadership on the part of the board or the superintendent. Universities or community organizations generated others.

The program descriptions contained in *BRIDGES* do not begin to portray the full story of the development or maintenance of those projects. They do not convey what the people who started the efforts went through to get them going, the degree to which they had to stick their necks out and fight for what they felt should happen, the degree to which they themselves pay for materials, or the regular battles to keep the programs open.

BRIDGES applauds the creativity and courage of those who have pioneered new educational approaches to address our richly diverse student population: they have discovered the energy and excitement diversity sparks among students.

What Is To Be Done?

Unfortunately, immigrant children are not always regarded as a stimulating educational challenge. Instead, such children tend to be viewed as the responsibility—and problem—of the Bilingual Education Department or the ESL Department, and as latecomer competitors for attention and scarce resources. Educational equity for immigrants will not occur until ambivalence and resistance about the foreign-born are overcome. The major task ahead is to create a school environment in which all teachers and programs consider the immigrant children to belong to them.

To meet the educational challenge facing California in educating immigrant children and to provide the educational access guaranteed newcomers by law, we cannot rely upon the existence of a few notable efforts amidst many insufficient or damaging ones. We need continuing innovation and the development of new models and curricula, and we need support and technical assistance for replicating good models and resources in districts, schools and communities wishing to use already available programs. The efforts of teachers and administrators who are beginning to redefine what education should and could look like in a diverse society need our wholehearted support. Pioneering programs must be well documented, evaluated and given high visibility so others can learn from them.

Currently, many good ideas are never developed into programs. Great ideas we heard about on the drawing board never came to fruition because of lack of time, resources, or support, or because a political fight interfered. Some good programs that did manage to start died later because funding ended or the person upon whose sheer will and energy the project depended burned out. All of this occurs when no committed top-level leadership or support for these efforts exists.

We need to pressure state policymakers and educational leaders to provide the leader-

ship, support and funding necessary to re-gear schools to meet the needs of diverse populations. We need strong state and local leadership voicing excitement over the diversity in our communities and providing concrete support for innovation, and the replication of good approaches proven to be educationally effective.

BRIDGES is offered as a resource, but it must also be viewed as a call to action. Replication of the programs described here, fostering new ones, and re-shaping of the public schools can occur only when enough informed voices demand these actions. We call for a school system that guides immigrant children to contribute their intelligence, talent and effort to their new society, while at the same time helping them to maintain their individuality and their cultural and linguistic heritage.

And finally, together we need to ask ourselves: Are the programs we are supporting and the schools we are creating helping us avoid a future of increasing separation and hostility between ethnic and racial and linguistic groups? Are the schools we are creating helping California instead to utilize and capitalize upon the richness that such diversity can offer? Are our schools appropriate to the diversity of our people? Are the schools adequate to support a diverse society?

If we are to answer these questions positively, schools must be literally redesigned. We need new approaches for schooling that:

- integrate and support the cultures, life experiences and languages of all students
- create strong links and a sense of responsibility to the communities in which students live
- incorporate teaching strategies appropriate to diverse groups and learning needs without tracking or segregating students
- assure safety to students and set clear standards for tolerance and fair treatment of students and between students
- emphasize strong language development curricula, critical thinking skills and the ability to see things comparatively
- hold high standards and expectations for all students and provide the supports necessary for students to achieve those standards
- encourage integrated groupings, heterogeneous by age, ability, racial and cultural backgrounds

The demographic changes in California bring an urgency to these questions. In schools without the above characteristics, disparities among racial and cultural groups grow, educational access becomes problematic for many groups of children, and hopes of building a strong, workable, diverse society diminish. As we grow more ethnically, linguistically, culturally and racially diverse, we need to ensure that our society will work in ways that are equitable and fair—ways that bring us together as a people rather than deepen the inequities, ignorance, fear and hostility separating us. The innovators of the programs in *BRIDGES* have learned that children, given the chance, do care about society. They want to learn about their classmates' lives. They want to understand why class and culture and language and race divide them. And they want to work towards equality and justice for themselves, their schools and their larger world. *BRIDGES* is offered to inspire Californians to insist that all young people get this chance.



The First Steps: Orientation/Assessment and Newcomer Support

SCHOOL is usually the first experience immigrant children have with an American institution. They walk into schools foreign in structure, assumptions and even in basic approaches to learning. Finding their way through the school campus, figuring out what is expected, and learning how to be an American student are major challenges to newly-arrived immigrant students, and most are shocked at what they encounter here. The need to "learn differently" is the most troubling problem for children whose learning processes are shaped by languages and cultures different from those of the U.S. From schools which may have relied on rote memorization and in which the teacher is the absolute authority, immigrant children step into U.S. classrooms where students are expected to participate in discussions and voice opinions, and where a variety of teaching approaches are used, including hands-on activities, field trips, creative writing and expression, and, in the early elementary years, even play.

The logistics of school are also confusing. Why do bells ring; why does everyone move around all of a sudden? How do you get a lunch in the school cafeteria? What is this food they're serving? How do you open a locker? What is a pep club? For most immigrant children, confusion, sadness, loneliness and difficulty making the initial transition to school are the norm. Many feel overwhelmed by the sheer number of logistical, behavioral and attitudinal differences between their past school experiences and the U.S. school system. They need orientation to the United States way of schooling and preparation to understand the social mores of their U.S.-born peers. They need help finding their way and learning the procedures of an American school day.

Some districts and individual schools offer orientation support to newly arrived immigrant students. Orientation programs provide information in the primary languages of the students about the United States schooling system and specific district and school expectations and procedures, and they extend a general welcome, including information about where to go and whom to see for further assistance. Some programs go beyond the schools and include orientation to the city and community. Programs providing peer guides for newcomers extend both information and the hand of friendship.

But successfully negotiating the transition to American schools requires more than orientation. In order to provide immigrant children with academic programs suited to their specific needs, comprehensive assessment is also necessary to identify the degree and kind of academic gap a newcomer may need to overcome in order to be placed with peers of his or her own age. Perhaps the most critical determinant of an immigrant child's success in American schools is the early identification of needs, assessment of the appropriate academic program for those needs, and placement in such a program.

Comprehensive assessment services ideally include the following characteristics:

- Assessment occurs within the first few weeks of enrollment.
- Assessment is done by staff able to communicate with registering students and their parents in the native language of the family.
- Assessment staff are trained, aware of and sensitive to the backgrounds and experiences of the incoming immigrant student population and have comparative knowledge of the United States and other countries' educational systems.
- Good coordination and communication exist between assessors and school site personnel (teachers, administrators, counselors) where the child is placed.

Newcomer students need orientation to the United States way of schooling and preparation to understand the social mores of their U.S.-born peers.

*The Fresno Newcomers Program (see page 18).
Photo by Carol Dowell.*

Cambodian refugee youth in a Thai border camp attend classes in a bamboo schoolroom. The image, which indicates the diverse educational backgrounds of immigrant students, is one of many presented in cultural sensitivity workshops offered by photographer/teacher David Gilbert (see Insight, page 77).

Photo © David Gilbert.



- Regular in-service training and staff sharing sessions take place to ensure that assessment procedures are conducted according to the best and most recent research models.
- Assessment staff cooperate with and regularly utilize community and service agencies for support and referral.
- Evaluation encompasses English and native language oral proficiency, reading and writing proficiency in both languages (for those arriving after 2nd grade), math and basic skills, prior educational background and Special Education screening.
- A health unit is on-site or nearby to administer immunizations, TB screening and kindergarten physical exams, and to evaluate special health problems that may present barriers to learning (hearing, vision).
- The assessment program has constant and good communication with district administrators, both to provide information as a planning tool for programs and to ensure that the assessment program has proper support.
- Parents and students are provided with orientation in their native language about the United States school system, the assessment and placement process, expectations and services.
- Students' progress at the school site is monitored, with ongoing assessment as necessary.

Many immigrant children will not thrive if they are immediately placed in mainstream classes. Appropriate placement in line with the student's assessed academic situation is therefore critical. Some kind of "cushion" that provides intensive English language development, basic literacy skills, orientation to U.S. culture and schooling, and other special transition support is necessary. Some districts and schools are turning to newcomer programs to fill this need. Some are full-day programs lasting for a limited number of months, after which children are placed in regular programs. Others offer a transition consisting of part-days in the newcomer program and part-days in the regular classroom. Still others provide newcomer classes, summer institutes, or after-school and Saturday programs. But while the specific curriculum and design vary from program to program, they usually share several of the following basic elements:

- Multi-age flexible groupings where students proceed at their own pace.

- Emphasis on providing practical and emotional support for making the transition to the United States.
- Close home/school relations.
- Teachers who are trained in second language acquisition and have either special training or actual first-hand experience as immigrants or of living in other cultures.
- Flexibility—the faculty are learners themselves and have the power to revise and reshape the program and curricula to make them increasingly appropriate to the students' needs
- Emphasis on intensive English language and literacy skills development.
- A commitment to providing an intensive short-term intervention with the goal of a successful transition to a regular mainstream school program as soon as possible.

While sometimes provided as separate services, in many cases the three functions of orientation, assessment, and newcomer support are fully integrated. Few of the programs described below restrict their activities to only one of these functions.

Orientation and Assessment of Newcomer Students

ALHAMBRA UNIFIED SCHOOL DISTRICT

Elementary Orientation Center
Northrop School
409 S. Atlantic
Alhambra, CA 91801
(818) 308-2709
Contact: Raúl "Tony" Garcia, Director

Secondary Orientation Center
San Gabriel High School
801 Ramona
San Gabriel, CA 91776
(818) 308-2712
Contact: Mary DeSantos, Director

The orientation centers in Alhambra Unified School District, 20 minutes east of Los Angeles, are unique operations that conduct initial assessment and then follow up with support courses for newly arrived immigrant students. An elementary orientation center focuses on students in grades 4-8, while a secondary center provides services for students in grades 9-12. Both centers are funded through the federal Emergency Immigrant Education Assistance Program and, more recently, through district funds as well. The first function of the centers is to provide comprehensive assessment services to students who enroll in the Alhambra schools with a home language other than English and who speak limited or no English. These students are assessed through five exams in 1) oral primary language use and comprehension 2) English reading 3) English writing 4) mathematics and 5) tests in the native language of the student to ascertain native language literacy levels. Facing a dearth of assessment materials in the languages of many of their incoming students, the Alhambra Centers developed their own tests in several languages.

In addition to academic assessment, the centers provide physical health examinations to students. Both centers also conduct orientation programs for newcomers and their parents, employing several new orientation strategies developed by the district.

The Elementary Assessment/Orientation Center, which began operating in September 1986, provides basic English-as-a-Second-Language and orientation lessons to non-English-speaking students in grades 4-8. The center orients parents of the new students to the Alhambra schools and the American educational system. Seven teachers, a director, test

Facing a dearth of assessment materials in the languages of many of their incoming students, the Alhambra Centers developed their own tests in several languages.

The first St. Patrick's Day in the United States for a newcomer boy in the Alhambra Elementary Orientation Center.
Photo © Ed Lee.



coordinator, secretary and two nurse-practitioners staff the center. In addition to these team personnel, a cadre of bilingual teachers/testers provide support in Cantonese, Mandarin, Spanish and Vietnamese. All staff make "a special effort to build the self-confidence and self-esteem of the children in addition to tackling academic problems," according to former director Ed Lee.

The secondary center emphasizes making students ready to attend regular classes full-time. For those with low literacy in their own language, the secondary center offers an 18-week course for three hours each day, with the remainder of the students' school day spent in a regular classroom. Transportation between a child's home school and the center is by district-provided buses.

An orientation handbook developed by the secondary center for newly arrived students is available in Chinese dialects, Vietnamese, Spanish and English. This handbook includes basic information about school services, graduation requirements, expectations, how to obtain a locker and lunch tickets, and contacts for further assistance. In addition, the center developed a slide show about the schools, with audio-cassettes in several languages, for use at quarterly orientation meetings for newly arrived parents and weekly sessions for students. The presentation shows demonstrations of various situations the students can expect to encounter. The parent meetings include information not just about the schools but about broader issues as well, including health, employment, immigration and parental involvement in education. The center works hard on building a network of community agencies that work with these issues.

**LOS ANGELES UNIFIED SCHOOL DISTRICT
STUDENT GUIDANCE, ASSESSMENT
AND PLACEMENT CENTER**

359 N. East Edgeware Road

Los Angeles, CA 90026

(213) 625-4680

Contact: Michael Bujazan, Director

One of California's newest assessment and orientation centers for newcomer students is in Los Angeles Unified School District. Opened in August 1988, the center had processed 2,100 students and their families by the middle of February and provided the following services:

- Completion of enrollment procedures
- Assessment of physical and mental health needs; immunizations provided as needed
- Assessment of academic achievement and language proficiency
- Identification for eligibility in bilingual-ESL and/or other appropriate educational programs
- Explanation of and initial orientation to school programs

Families may spend two to three days at the center, traveling through four stations: Intake (with bilingual aides), Academic and Language Assessment (including a resource specialist, teacher and bilingual aides), the Health Center (including a nurse and a doctor), and Counseling and Guidance (including a social worker and academic counselor).

In addition to Spanish (75%) and five other target languages—Armenian, Cantonese, Korean, Tagalog and Vietnamese—the students who passed through the center those first months spoke Arabic, Khmer (Cambodian), Malaysian, Maya-Kanjobal, Laotian, Zapotec, Farsi, Orija, Kikuyu, Maya-Man, Thai, Bengali, Urdu, Polish, French and Bulgarian. Students are administered the BNL in English and in their primary language (if it is a target language).

The center explains the outcome of students' assessment and placement to the parents in an orientation conference. While their children are being tested and evaluated, parents may view videos in several primary languages that orient them to school procedures.

According to comments of parents who have been through the center's orientation program, the effort is helping: "My son really enjoyed the assessment process. He enjoyed having his voice taped and looking at the pictures." "The person who took care of us treated us with courtesy and Latin friendship. My son tells me that he was a little nervous (taking the tests), but everything turned out OK." "We are very thankful that the school district has a program like this where you can communicate in Korean." "This center made us feel accepted as foreigners and this made us feel that our daughter would also be happy at school." "The best thing you have are the nice things you have for the children to amuse themselves with while I was being interviewed. It was nice not being interrupted." "The interviews were useful, especially the doctor's exam."

A report to the Los Angeles Unified School Board included a check of weekly log sheets revealing the following staff comments, which give an idea of the vast variety of problems

**While their children
are being tested and
evaluated, parents
may view videos in
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procedures.**

encountered and the networking required at the Assessment and Counseling Center to provide support, services and relief:

- 6th grade age, only two years of schooling in Guatemala
- Lives with uncle as guardian; parents both in Guatemala
- Very scared
- Street child since eight years of age
- Session focused on loss of friends and reaction to transition
- Child illiterate, never been to school before, very shy
- Needs referral for clothing
- Referred to legal services due to domestic conflict
- Consult regarding war trauma
- Trauma associated with mother's sudden disappearance and murder
- Assess post-trauma with reference to conscription into military
- Mother left child at age four with grandmother in El Salvador
- Needs clothes
- Needs food
- Session regarding grief and loss over separation
- Children abandoned by parents
- Grief session

In the first months the center referred more than 200 of the children for further medical attention. "It is of value to note that for many of our families, this is the first time their children have been seen by a physician. The center provides them with an exposure to the values of preventive medical care," the report stated.

In an ongoing effort to develop programs for immigrant children, Los Angeles Unified School District opened two newcomer centers this year, one for grades 4-8 and one for grades 9-11.

Children visit with an American bunny at the Alhambra Elementary Newcomer Center.
Photo © Ed Lee.



**LOS ANGELES UNIFIED SCHOOL DISTRICT
NEWCOMER ORIENTATION CLASS
LAUSD Emergency Immigrant Assistance Program**

11301 Bellagio Rd.
Los Angeles, CA 90049
(213) 471-1303
Contact: Lila Silvern, Coordinator

The Los Angeles Unified School District has a mobile orientation program for newcomer students, providing a basic introduction to the community and to the schools. This course can be offered at any school site and includes field trips throughout the city, opportunities for discussion about issues facing immigrant students, emphasis on English language instruction through creative forms such as drama and music, and basic survival skills. It is, basically, an orientation class, or as coordinator Lila Silvern says, "It's like a language camp."

The program is open to the approximately 50,000 immigrant students in the district who formally qualify under the federal funding guidelines for the Emergency Immigrant Assistance Program. These students must have been born outside of the United States and enrolled in a United States school three years or less.

Classes are held at many different sites throughout the district. Some are on regular school campuses, others are held in community organizations such as the Boys' Club, the YMCA and others. For students in year-round schools, the classes are held during inter-session for three to six weeks; at regular school sites the classes are held during the summer for six weeks. Each class has between 20 and 25 students and meets four hours a day. Counseling sessions focus on the immigrant students' concerns about making the transition to a new culture. Nurses visit the classes to teach hygiene, child care, first aid, dental care and nutrition. The English language development aspect of the "camp" is based on the natural language approach, activity-based language experiences, and the use of sheltered English instruction. A popular and important part of the program is frequent field trips to different parts of the city: museums, Olvera Street, courtrooms, ethnic neighborhoods. Bus transportation is provided for the program.

**SAN FRANCISCO UNIFIED SCHOOL DISTRICT
INTAKE CENTER**

170 Fell Street, Room 10B
San Francisco, CA 94102
(415) 565-9476
Contact: Gloria Escobar, Director

The San Francisco Unified School District has a large immigrant and language-minority student population in the schools (approximately one out of three students in the district). For over a decade the district has operated a network of intake centers and newcomer programs in an effort to serve this population as comprehensively as possible.

Each child registering in California schools fills out a Home Language Survey; those in San Francisco for whom the home language is not English are referred to the Intake Center for comprehensive assessment. From June through December of 1988, the Intake Center welcomed and assessed 2,634 newcomer children speaking more than 50 languages and dialects. The center is always busy as the staff tries to make the initiation of immigrant

If a child comes with no school records, intake center staff work with him or her to reconstruct an educational history that will become part of the child's permanent record.

children into the school district as welcoming as possible, and more importantly, to see that the children are assessed accurately and directed to academic programs that will meet their needs.

The center's 16 staff people are themselves nearly all refugees from political oppression, explains director Gloria Escobar, a long-time community advocate in the Latino community and a native of El Salvador. The staff can do assessments in the following languages: several Chinese dialects; Vietnamese, Spanish, Tagalog (Philippines), Khmer (Cambodian), Arabic, Korean and Lao.

Parents or guardians must accompany the child to be registered to the center. Kindergarten to fifth-graders spend one to two hours for testing, registration and school assignment; secondary-aged students (6-12th graders) spend three to five hours, during which they may take up to seven tests.

For elementary students (K-5), two tests measure oral English proficiency. Grade 2-5 students who score either Limited English Speaking (LES) or Fluent English Speaking (FES) in the LAS I Test get LAS literacy tests in reading and writing. Primary language oral proficiency is tested with various LAS and SOLOM tests. Students with two years' minimum formal education in their own language are given a reading test in that language. Tests developed by the district for this are presently available in Chinese, Spanish, Tagalog and Vietnamese at the 3rd, 5th and 8th grade levels.

Students grades 6-12 are tested as follows. Oral English is tested by administering the LAS Test Level II Form B, written English proficiency by the TEPL test, and primary oral language proficiency by the SOLOM Test. And, like the elementary students, those with two years' minimum of formal education in their own language are given a reading test in that language. Students who perform below grade level 3 are given a PRE-LIT Test developed by the district and available in Chinese, Spanish and Vietnamese.

Grade 9-12 students are also given the math inventory test, which has been translated into Arabic, Khmer, Chinese, Korean, Laotian, Russian, Spanish, Tagalog and Thai. Students who pass the first four blocks in the Math Inventory Test take the advanced math test.

Students are also asked for official transcripts or report cards from their country of origin, from which an official evaluation is done. One of the unique aspects of SFUSD assessment procedures is that if the child comes with no school records, and requests to the child's country do not produce any records (a common problem for children who have lived in refugee camps or left their homes unexpectedly due to war), intake center staff work with him or her to reconstruct an educational history that will become part of the child's permanent record.

The intake center makes placement recommendations after assessment. All high school students are given a recommended program of study for the 9th, 10th or 11th grades (newcomer students are never placed in the 12th grade by the intake center). The final placement decision is subject to the discretion of the site principal to allow for flexibility in fulfilling graduation requirements and passing all required proficiency tests. One of the difficulties, however, according to intake center staff, has been a lack of sufficient placement options to address the varying educational needs of the newcomer students.

Once, up to 60 families might show up to be tested at one time. Now, although there is a scheduling procedure, the center does try to take care of families who come in without knowing they were supposed to make an appointment. The welcoming procedure is informal; the staff is kind and informative. Gloria Escobar would like to install several TV sets in the waiting room to show videos in various languages that would initiate families to the district and the school system.



Newcomer Schools: Four Models

FRESNO UNIFIED SCHOOL DISTRICT NEWCOMERS PROGRAM

102 E. Clinton
Fresno, CA 93705
(209) 441-3272
Contact: Greta Katen, Director

*Fresno Newcomers Program
boys at the Hamilton School.
Photo by Carol Dowell.*

Unlike most newcomer school models in California, the Fresno program is run under the umbrella of the adult education division in the district. Some immigrant children take a bus trip of as much as 15 miles to Fresno's Hamilton School, the site of the city's Newcomers Program for 9-12th graders. The school opened in September 1983, and in 1989 serves some 220 students, about half Latino and half Southeast Asian (this compared to three fifths Latino and two fifths Southeast Asian a year ago). Students may stay up to six months and receive intensive ESL instruction in oral language, reading and life skills, PE, general math and world cultural studies. There are 7 teachers (two bilingual in Spanish) and four bilingual aides—two Latino and two Hmong. The teachers attend periodic in-service trainings on language development.

The tremendous influx of immigrants into this community in the past five years has resulted in large class sizes—41, 39, 32, 36, 39, 38, 50 and 38 at one count in 1988. Up until 1989, the school served some middle school newcomer students, but as enrollment swelled, the program switched to grades 9-12 only. An abundance of enthusiasm and caring for the students at the Newcomers Program welcomes them to their new world. The classroom walls are covered with pictures and learning exercises that draw from the children's native and new cultures. Director Greta Katen is proud that the students find the school a safe and encouraging place to test the waters. "Our attendance is fantastic," she says. "If they're not here, they're sick or maybe have to do something with Immigration." She says the migrant farmworker children from Mexico are the best salespeople, bringing in their friends and relatives to enroll. "They may be very self-conscious that they've had no formal education and can't speak English, but after one tries it out, he sees nobody laughs at his accent, it's

**The English
Language Center
hires only faculty
who are immigrants
or have lived in
another country and
have experienced
being a stranger in a
strange land.**

even actually fun here, he goes home and tells his brothers and cousins, 'School's not so bad. Come on and try it out.'"

At the beginning of the school year parents are invited to orientation meetings where they are informed about their children's education, transportation to and from school, language rights, etc. Katen says that through word of mouth, the meetings have become well attended by parents. "We tell them not to be intimidated if they don't speak English. We let them know that no one here is concerned about whether they are undocumented or not. We want them to be involved in the school."

**HAYWARD UNIFIED SCHOOL DISTRICT
ENGLISH LANGUAGE CENTER**

28000 Calaroga Avenue
Hayward, CA 94545
(415) 783-4857

Contact: Zaida McCall, Principal

Newcomer students in the Hayward Unified School District spend half their day at the English Language Center (ELC) for cultural orientation and language support, and the other half in their regular home-base middle and high schools. Zaida McCall, the innovator and principal of the nine-year-old school, also coordinates the district's bilingual and multicultural programs. She takes great pains to see that the instruction newcomers receive at their regular high school sites complements their ELC instruction. As McCall writes in the ELC "Visitors Handbook," an excellent, helpful packet of information about the history and philosophy of the school, "The ELC is an extension campus of each high school in the district." Although most students are bused, in special cases cab service to and from their regular high school campuses is available. In 1981, the first year, there were 112 ELC students; now, there are more than 300.

The Hayward District is 13% LEP; 26% of secondary students come from homes in which a language other than English is spoken. The typical student who enters the ELC is a non-English-proficient refugee from either Afghanistan or Vietnam—although 16 countries and 22 languages are represented at the school. The program for an individual student has three classes. The first level includes a cultural orientation class and English-as-a-Second-Language courses in conversation and oral grammar. Each of three higher levels includes ESL oral, reading and writing courses. In three semesters, a student typically advances from Level A to Level D of the program and upon exit has learned to speak English fluently, read at the fifth-grade level, and write a comprehensible five-paragraph composition.

The center hires only faculty who are immigrants or have lived in another country and have experienced being a stranger in a strange land. Among them, they speak seven different languages in addition to English. Bilingual instruction aides who are not qualified for credentials are encouraged and supported to get enough further training for their Language Development Specialty certificates.

As McCall writes in the handbook: "The students participate in a multi-cultural program. The Middle Eastern students prepare and present a program and food for Naorooz; the Asian students for Lunar New Year, the Latino students for Cinco de Mayo, and all the students participate in fundraising, in poster and logo contests, dance parties, and in the Day of the Teacher. They learn about the American culture via a variety of films and local community study trips. Enrichment and after-school classes are offered periodically during the school

year. At the end of each academic year, students participate in evaluating the ELC program and staff. Their input is used to improve all programs provided for the students.

"Measurable success of the program is reflected in the numbers of former ELC students who graduate from our comprehensive high schools, many with academic honors, and the absence of LEP students in the district's continuation high school. A less measurable benefit to the district secondary schools is the absence of hostile rivalries between ethnic student groups that other similar communities experience. In the ELC program multiethnic students develop genuine respect, appreciation and friendships with one another that are carried into the high school campus climate. The ELC staff and program is a model of idealistic aspects of the American educational dream of quality equal educational opportunity."

McCall believes that it was her funding plan, which utilizes already-available Average Daily Attendance (ADA) funds and did not require the district to seek new funding, that sold the school board cabinet on the ELC. She negotiates with each school for the number of newcomer students they will send to the ELC for half days; that school then gives her half of the ADA money for each of those students. "I negotiate slots and the principals never fight me; they say, 'Take more—you didn't take enough.'" If she takes 20 students from Tennyson High school, Tennyson gives up ADA for 10 kids. McCall then matches this with Economic Impact Assistance monies. Unfortunately, the cabinet did not approve her program for elementary schools because in this case they could not figure out how to use ADA monies.

The English Language Center in Hayward also serves as the base for raising awareness and developing skills among the district's teachers in mainstream schools. Teachers get an opportunity to rotate through the ELC and view the techniques, approach and atmosphere created by the program. These opportunities for the teachers strengthen the ties between mainstream schools and the ELC.

As a result of interest in replicating the program, the center developed the above-quoted handbook (available upon request) and regularly schedules tours of the center. Zaida McCall gave a speech about the creation of the English Language Center at the "Action that Counts" conference in Los Angeles, which appears beginning on page 29.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT NEWCOMER SCHOOL

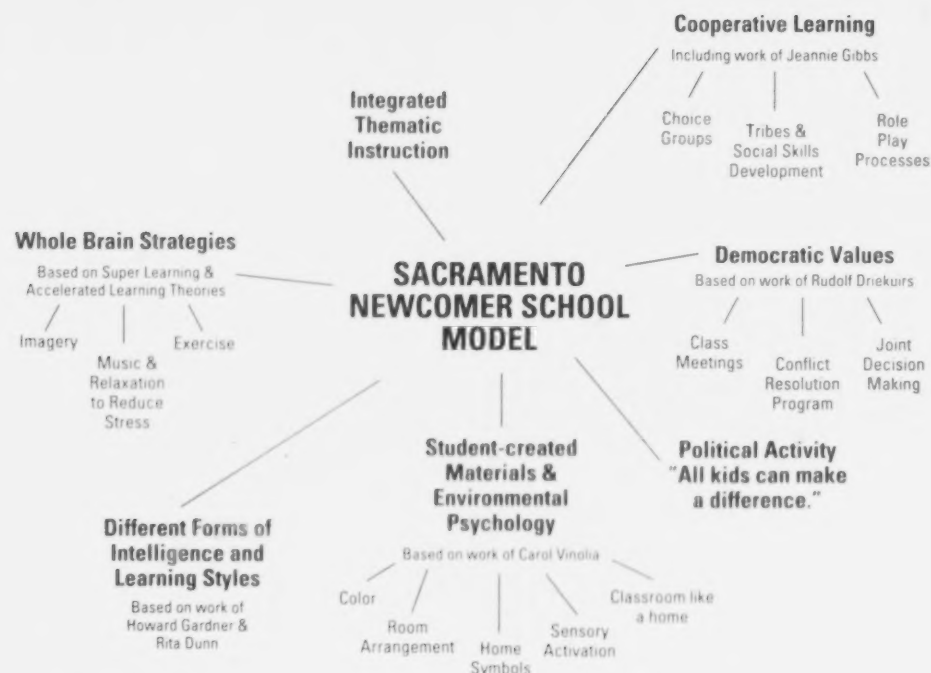
5201 Strawberry Lane
Sacramento, CA 95820
(916) 454-8636

Contact: Ishmael Rasul, Principal
Ventura Lopez-Cardona, founding principal, (916) 452-4505
Jo Gusman, founding teacher, (916) 686-5783

The steady influx of refugee and immigrant children into the Sacramento City Unified School District beginning in the late 1970s led the district to devise a special program addressing the needs of recently-arrived non-English-speaking students. In 1980, over 2000 new immigrants entered the district, adding to an already growing number of LEP students. Speaking over 30 different languages, these students were dispersed in small numbers throughout the grade levels and throughout the district's 57 schools. Housing all of these newcomers in one location seemed the best way to ensure that they received supportive services.

Thus began what is now the Newcomer School, an elementary and middle school

**Teaching staff
attempt to instill in
students the
importance of
becoming lifelong
learners.**



enrolling 280 students in grades K-8. Students exit from the school any time they are ready for full participation in their neighborhood schools, but cannot remain more than one school year.

The school strives to provide students with a period of adjustment to absorb the culture shock that immigrants and refugees experience upon arriving in their new country. It provides students with the skills and positive self-concepts they need to achieve their full academic and social potential. Teaching staff attempt to instill in students the importance of becoming lifelong learners.

Teachers at the Newcomer School, well-trained in the use of ESL programs and approaches from the start, began to realize that standard ESL programs were insufficient for working with newly-arrived immigrants. Inspired and encouraged by Susan Kovalik's model (Integrated Thematic Instruction), which defines the teacher's role in establishing goals and curriculum, they set out to investigate, research and develop new ways of teaching. Faculty and staff immersed themselves in new pedagogical theories: Driekurs and Glasser (Class Meeting approach), Gorgi Lozanov (accelerated learning), and others (imagery and relaxation, brain-compatible environments/instruction and whole language approaches).

An educational philosophy of "wholeness" is the base of Newcomer's resulting curriculum; curricular subjects are related to each other through year-long themes so that students experience the interdependence of listening, speaking, reading, writing and content areas. Through the whole-language approach, children experience and respond to language in its entirety, as a context from which they investigate sentences, words and letters. Reading aloud, for example, promotes love of literature and emphasizes the sense of story, and the rhythm and imagery of the language.

Not only are subjects integrated, but students are taught to use their emotions, intuition and relationships with each other as learning tools, in addition to analytical skills. Imagery allows children to create and construct meaning. Music, used to relax minds and bodies and stimulate imagination, transforms the classroom atmosphere into an optimal environment for learning. Students also read together, compose together, talk, solve problems and make plans with each other. Their sense of "family" is not seen as a distraction from, but indispensable to, learning.

Finally, teachers use positive language to convey both high expectations and confidence in their students. In class meetings, they teach responsibility and self-discipline and are conscious of being positive role models.

To help readers understand how these techniques are orchestrated in a day at Newcomer School, here is a description written by Dr. Ventura Lopez-Cardona, a founder of the school:

"As one walks into Mrs. Kolch's classroom, there is the feeling of entering a special place. It is not that the building or the rooms are intrinsically beautiful—for they are not. The buildings look much the same as they did when this observer came to the same campus fifteen years ago to visit children in special education classes. Perhaps the special feeling comes from the line of joyful illustrations that light the way along the corridors and cover the walls of the classroom. Perhaps it is created by the cozy coupling of the student desks which invite groups of children to work together, or from the sound of classical music coming from the phonograph in a corner of the room. Maybe it derives from the children speaking earnestly and in unison as they respond to the teacher's questions; giving their answers in a babel of different languages.

"As the head teacher escorts the visitor into the room, the children are already working in small groups, even though it is still minutes before school is to begin at 9:00 a.m. They talk quietly to their seat mates. At 9:20, 24 children who range in age from six to nine, come to the small rug and sit expectantly as a recorded piano plays quiet mood music. Mrs. Kolch instructs them to close their eyes and to breathe deeply as they relax and prepare themselves for the day ahead. She paints a verbal picture of the tasks that will fill the hours ahead, and helps the children to visualize themselves working competently and happily. They are told to envision their pencils gliding across the paper. Then they are told to look at the pictures in their heads and to see what spring is all about. They take turns telling one another what they 'saw' on their inward journey.

"At 9:45 it is time for math throughout the school. Children go to the teacher or group that will best meet their level of understanding. Some receive instruction in their mother tongue. Others have been judged to be able to understand lessons in English. Eleven go to tables to work alone.

"As children finish their work they are allowed to color and do puzzles. By 10:25 a small group has gathered on the rug and is playing Bingo. Then they go out to recess.

"Sitar music tinkles soothingly as the children return to the classroom. In one room, seven Laotian children are working with an aide in a secluded corner. They read from a chalkboard covered with delicate symbols of their language while the rest of the children sit at the other end and read a poem about spring in unison. Mrs. Kolch matches pictures to the words in the sentences as the class reads, and then helps the children to act out the lines of the short poem. One child frowns and asks 'Is bunny/rabbit the same?' The aide searches for a picture of a baby rabbit and holds it up for all to see.

"The children go to tables and work together. Pairs share one large piece of paper and a box of crayons. The teacher and aide move around the room writing the stories that students dictate about their pictures. Two boys almost fall off their chairs with laughter as they tell their story of a rabbit who ate cookies and candy. They chuckle, 'People say, don't eat too much. You stomach too big.'

One child frowns and asks, "Is bunny/rabbit the same?" The aide searches for a picture of a baby rabbit and holds it up for all to see.

"After lunch, children burst into the room again with a small explosion of excited voices. The environment has been prepared for them. The lights are off and the recorded sounds of a harpist lull them into a tranquil mood as the teacher tells them to relax their bodies and to breathe deeply and slowly. 'Focus your minds,' she says. The children line up to leave at 2:30. The teacher asks each one as they leave, 'What did you enjoy doing today?' The day ends as it began: on a positive thought that sends almost every child through the door with a smile."

The Newcomer School deals with the whole family as well as with the whole child. A Parent Literacy and Language Development class brings parents to the school where they learn from the same teachers who teach their children, thus strengthening ties between the home and school while meeting an important need of the parents.

The Whole Language, Whole Brain, Whole Child, Brain-Compatible Concept was pioneered by Dr. Lopez-Cardona in founding the Sacramento Newcomer School. Several years ago, believing that the educational model developed at the Newcomer School was an appropriate model for *all* students, Dr. Lopez-Cardona began to implement these approaches as principal of the Ethel Philips Elementary School, a regular elementary school in Sacramento. "It worked beautifully in the Newcomer School with 27 languages spoken, why not



Tree-planting day at the Sacramento Newcomer School. Photo courtesy Jo Gusman.

in a school where there are 28 (with English one of them)?" he says. The result has been an exciting new application of brain-compatible research to mainstream education.

A video produced from a documentary on local television is available about the Sacramento Newcomer School. Descriptive materials are also available. Two of the founding members of the school, Dr. Ventura Lopez-Cardona (the founding principal) and Jo Gusman (a teacher) are also available to conduct workshops and consult with schools and districts about the Newcomer model and the application of Integrated Thematic Instruction and brain-compatible research to educating multilingual groups of children. They can be reached through the district or at the phone numbers listed above.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT NEWCOMER PROGRAMS

School assignments in San Francisco are based on desegregation policies, school capacities and the availability of appropriate programs for the students. San Francisco has four newcomer schools: the well-known Newcomer High School and three language/culture specific elementary "Education Centers." Middle-school newcomer students in San Francisco attend "newcomer schools within schools" in the district's 16 regular middle schools. A few classrooms in each of these schools exclusively focus on ESL, bilingual and crosscultural orientation for newcomers. Recently, one of the middle schools also opened a program for Spanish-speaking newcomer students aged 10-14 with very limited educational backgrounds.

SAN FRANCISCO NEWCOMER HIGH SCHOOL

2340 Jackson St.
San Francisco, CA 94115
(415) 241-6584
Contact: Paul Cheng, Principal

San Francisco's Newcomer High School, one of the pioneers in the field of newcomer education, has received a national reputation for the program and materials developed by its teachers. Created ten years ago to provide a transitional education for high school-age immigrants whose English is limited, Newcomer had 550 students from 34 countries speaking 22 languages in 1988-89. Students spend the full academic day at Newcomer and may attend up to three semesters, though most stay for two. It is expected that with one year of intensive orientation to American culture, society and the English language, the average student will be able to make the necessary transition to his or her assigned district high school.

Newcomer's academic programs include math, science and social studies taught by bilingual teachers and aides. There is also an extensive ESL component consisting of three courses: ESL Language Development—oral comprehension, pronunciation, vocabulary building and grammar; Language Lab; and reading, which stresses skills in reading readiness, oral reading and comprehension. In addition, a Life Skills component focuses on survival information, career/vocational information, cultural comparisons and orientation to U.S. culture and society. Newcomer teachers have developed many of their own curricular materials, often drawing on the life experiences of their immigrant pupils; these materials are shared with or sold to other schools. Many of the staff are immigrants themselves or have backgrounds as Peace Corps or VISTA volunteers.

The school constantly tries out new ways to ease the transition process for its newcomer

**In the Interdistrict
Cultural Exchange
Program, Newcomer
High School
students are paired
up with American
kids from other high
schools, visiting and
exploring each
other's homes,
schools and
cultures.**

students. One recent Newcomer project involves assertive language training for LEP students through the use of broadcast media and resources. With a \$1,450 school-effectiveness grant from the San Francisco Education Fund, a consultant will develop curricular videotaped units to teach students the importance of oral presentation in American life. Principal Paul Cheng hopes the units will be used by every student who comes through the school. "They need to understand how the media projects thoughts in American life, because it's powerful," he says. At the end of the unit, each student will make a two-minute oral presentation. Cheng intends to market these units to other schools and programs.

Another very popular school project is the "Interdistrict Cultural Exchange Program" whereby Newcomer students are paired up with American kids from four other high schools—Tahoe Truckee High School in Truckee, Leland High School in San Jose, Tamalpais High in Mill Valley, and the private University High School in Mill Valley. Last year 32 students—16 from Newcomer were matched up with 16 others—and 8 teachers participated, visiting and exploring each other's homes, schools and cultures.

All were excited about the opportunity to enter worlds they might otherwise not have. Newcomer students were able to make friends with "actual Americans," something that is not only difficult their first year but even when they enter larger high schools. "I'm very happy because in this program I can learn about American culture," says Newcomer student Alex Cheung. "The program will give me many, many new things. I can meet a good friend that is an American student. I will remember it forever." And Alexa Koenig, a student participant from Tamalpais High School, says, "I think that a lot of times a fear can build up over the unknown or things that are different from what we're used to and because we're scared, we're more cautious of making contact and reaching out."

Newcomer has a high reputation in the school district. The school has a 98% graduation rate, and the students themselves are popular with teachers in the regular schools to which they transfer after leaving Newcomer. Cheng says, "The majority of the school board, the superintendent, and the central office of the district have all been very supportive."

While there is debate over whether it is wise to isolate newcomer students in a school away from native-born students, Cheng defends the concept. "Some people felt that Newcomer wouldn't do kids any good, they wouldn't learn any English, they should be Americanized quickly. But you need to have a transition period so that youngsters in a small setting can receive assistance in their language and also learn English at the same time." Each year, representatives from the regular high schools come and make presentations about their programs so Newcomer students can get an idea of what to expect when they move on. The students also make site visits to the schools.

Cheng says Newcomer does not just try to teach kids how to be Americans, but to learn what to expect as foreign-born people in a country that is not always welcoming to immigrants. "America has a lot of discrimination against people of color. The students need to know that history," he says. His goal is to enrich the students with a sensitivity that will carry them into a multiracial, multiethnic society. "They are natural ambassadors to build racial, ethnic and linguistic tolerance," he says.

Materials available from Newcomer High School include *Understanding America: Its Words/Its Ways—Book One*, *Newcomer Orientation* (Teacher's Guide and Student Handbook), *Our Lives: Newcomer High School Students Tell Their Stories* (see page 75), and a series of bilingual "Expressions" handbooks for newcomers in Spanish, Chinese, Vietnamese, Tagalog (Filipino), Khmer (Cambodian), Laotian and Korean. An order form may be requested directly from the Bilingual Department at Newcomer High School.



Farm animals visit Hawthorne Elementary School in San Francisco (see page 134), where many of the city's youngsters move after a year in a newcomer elementary education center. Photo courtesy Hawthorne staff.

FILIPINO EDUCATION CENTER

824 Harrison St.
San Francisco, CA 94107
(415) 543-8430

Contact: Consuelo Gomez, Acting Principal

MISSION EDUCATION CENTER

2641 25th St.
San Francisco, CA 94110
(415) 826-8330

Contact: Avelina Nicholas, Principal

CHINESE EDUCATION CENTER

657 Merchant St.
San Francisco, CA 94111
(415) 982-9550

Contact: Carolyn Hee, Principal

SFUSD operates three elementary newcomer centers: Chinatown for recent arrivals from China, Taiwan and Hong Kong; Mission for Spanish-speaking immigrant students; and the Filipino Education Center, originally started for the large population of Filipino immigrants who lived near the school but which now also serves recent Southeast Asian arrivals and is the only multi-language newcomer elementary center. All three elementary-level newcomer schools serve a K-5 student population. Operating year-round, students stay for up to one year of transitional bilingual study (faculty are generally all bilingual/bicultural) geared to their own past experiences and to making the transition to their new world. Students are carefully placed in the proper grade level. For example, the Chinese Education Center places children by grade clusters (1-2, 3-4, etc.) and students enter only in groups at quarter breaks to ensure that they go through school with a constant group of peers.

Students get as much guidance as possible through their new environment. "We try to make just about everything some sort of cultural orientation," says Carolyn Hee, principal of the Chinese Education Center. "Our focus is on the children's adjustment, on the things people take for granted, from how to use the phone to how to use the bathroom. There's a lot of attention to learning customs, holidays, social studies." Children from all of these centers go on field trips around their neighborhoods and learn where fire and police stations and post offices are. At Mission Center they learn how to take public transportation to places of interest like the Exploratorium. Josie Arce, a resource teacher at Mission, says: "Some kids have never been on an elevator, so we take them on elevators."

Confidence-building is enormously important for such children—even more so for those, like many at the Mission Center from Central America, who have been through war and revolution. School staffs emphasize the students' own cultural heritage as a basis for pride. Ross Quema, who retired as principal of the Filipino Education Center in 1989 after many

years there, brought out his guitar during lunch hour and led students in singing traditional songs from the Philippines. In his cramped office he also had several ukeleles, which he taught some of the children to play.

All of the elementary education centers work with students' parents in an attempt to see that the children have strong support at home during their transition to U.S. schools. They offer monthly parent education sessions for help with housing, employment, health and dental information, family management in a new environment, and the U.S. school system. Last year ESL for parents was offered at the Filipino Center as well. Principal Hee of the Chinese center says, "Our parents all work and often don't get home until eight or nine at night. We know they can't always help the kids with homework, but we do ask them to provide a place for the kids to work."

Hee wishes for a better curriculum. At one time, the staff pasted Mandarin and Cantonese words into English language books for the students, most of whom come to the U.S. with a fairly strong academic background. "These kids don't believe they're getting an education unless they have books. They aren't into this oral language stuff. And even when our teachers take written materials and put them in nice folders, the kids say 'This is not a book. Give me a book.'" All three schools suffer from the lack of specialized resources; Mission benefited for a time from its status as a State Department of Education case-study project school, but since then the faculty has struggled to meet the needs of its students, whose educations have often been severely disrupted due to war. Principal Ross Quema of the Filipino Education Center tried to compensate for resource deficiencies by insisting that class size be kept small and that students get a lot of individual attention and help, not only from the teachers but from bilingual aides and parents.

Toward the end of their year at the centers, children are prepared to move into their regular schools. The staff of the Chinese center tries to take them on field trips to their future schools or, if that is not possible, to another regular school to introduce them to the kind of environment they will have the next year. The Filipino center has a graduation ceremony for its students.



Lunchtime at Hawthorne Elementary School in San Francisco. Photo courtesy Hawthorne Staff.

An Agent for Changing Schools

By Zaida McCall

ZAIDA MCCALL is the principal of the English Language Center and Director of Bilingual Education for the Hayward Unified School District. She was born in Puerto Rico and grew up bilingual in English and Spanish. She has a B.A. in Spanish/English, a Master's degree in Special Education, and is currently a doctoral candidate at the University of San Francisco. Having taught at all grade levels, she is now an innovative school administrator working to create new programs, support services and policies to help schools become more responsive to the needs of immigrant children. At the English Language Center, which she spearheaded, newcomer students spend half their day gaining cultural orientation and language support, and the other half in their regular home-base middle and high schools. This is an excerpt from a speech McCall gave on a panel, "The Administrator Factor: Creating Schools for a Changing State" at the May 17, 1989, conference, ACTION THAT COUNTS, at Loyola Marymount College in Los Angeles.

THE English Language Center in Hayward has been an experience in creating schools for a changing state. The creation of the English Language Center had an impact on the entire district. I'd like to share that experience; where we've been with it, where we are and where I think we're going, because I have a hunch that some of that is a pattern that takes place everywhere as schools and communities move into a new world: a multiracial, multicultural and multilingual society.

I regard myself as a change agent, sort of an ambassador or liaison between the world as it's been and the world as it's going to be. I believe that by virtue of the fact that you're reading this, you're probably also part of that group whose real charge and mission is to help prepare today's society for the changes that have already begun to take place despite a great deal of personal and institutional denial.

Being Californians means that we're part of a movement into a new era of consciousness. Being involved in the transition and working with the immigrant population is probably the cutting edge of that new consciousness.

So, then: what are some of the things that work and some of the things that don't work as we attempt to prepare our colleagues, our administrators, our subordinates, our communities for the new world in which we all intend to live? I'm going to share with you both some of my successes and my failures, and you may recognize them. Some days, I think that I have learned more about what mistakes are possible than I have learned from successes. When I look back over what has been an extremely successful experience, much of it looks like happy accidents. In retrospect, I say, "My goodness, I must have been brilliant." So I'd like to share just some of those highlights, because I think that you'll find some of those same opportunities available in whatever your positions or jobs or districts are—and some of those same obstacles.

Certainly, one of the things that was essential to getting the English Language Center program going in the fall of 1981 was support from the very top—a superintendent, a district leader who was a visionary. Certainly, that's the best kind of top-level leadership to have, and I can't think of any kind of a program that could succeed fully without support from the very top, which I have had for the duration. I've also had support from those people who worked directly with me or for me.

But there's an awful lot in between the support at the top and the support at the interme-

Those of us on the staff at the English Language Center are ourselves multicultural, multiethnic and multilingual, and we don't hide it. It's a very public fact—a proud fact—that's shared with students.

diate level in a new program or new school. What I found is a great deal of what I would call "institutional denial" at all the levels between our visionary superintendent and the clients we were attempting to serve. A huge amount of sabotage—inadvertent sabotage, I think—can take place in all of those middle red-tape layers. Some of that sabotage is very small. Some of it is things like, "the computer will only house X number of letters for a student's name," so our students with 17-letter first names and last names can only be called by the first two and a half syllables. Some of the sabotage takes the form of structural problems: it becomes difficult to find a place to put a new program. Our initial attempts to place programs in the after-school part of the day or the before-school part of the day, as an add-on piece of the curriculum rather than as an integral part, were not successful at first. They were hugely successful later, though, once the rest of the program was going.

I think that each of us at the English Language Center has been involved in consciousness-raising. When we first began, I was given a school that had closed in the south part of our county, around the corner from the south Alameda County mailing address for both the Ku Klux Klan and the John Birch Society. I'm sure this is not the most supportive part of the community in which to open an immigrant refugee center. We called it "The English Language Center." I recommend that you pay a lot of attention when you select the language you use to describe what you're doing and how you're doing it. I think the words you choose can do a lot to create a sense of what's happening and a sense of acceptance.

We called it the English Language Center, although in fact every one of our staff members, including myself, speaks at least two languages. Everyone holds a bilingual or Language Development Specialty credential, and we cover eight of the nineteen languages the students speak at the center. As a part of our systematic consciousness-raising in the district, teachers would come to visit classrooms and see what was going on. They would see for themselves the type of support students had in their first languages: graduation requirements being explained in Vietnamese and Spanish and Mandarin and Korean. They would say, "Wow! Isn't that great; you're explaining it so they can understand it!" Some of those same people would have recoiled at the idea that we might have done anything close to bilingual education.

Another thing that has worked for us has been what I call "catching a wave." I think that to implement successful programs and to bring about change, one has to be a real opportunist sometimes. One has to be prepared to catch a wave when you see it coming, jump on it, go with it, and bring as many people along as are ready. A number of happy accidents that I call "catching waves" came along. As a result of the half-day bus transportation schedule for the center, our morning session runs from 8:15 until 11, and our afternoon from 12:15 until 3, with three periods in each half of the day. Now, if you read carefully, you notice that there's a period of an hour and twenty minutes in the middle of the day when there are no students on campus. When we opened, we caught the wave, made use of the opportunity and decreed to staff that that hour and twenty minutes contained the contractual thirty-minute lunch period and, in addition, it would be a community preparation and teacher-coordinating time. So, one of our happy accidents, structurally, in terms of the work environment for staff, is that we have an hour and fifteen minutes in the middle of the day in which all of our staff meetings, all of our student study teams, all of our grade-level articulation, and a great deal of our in-service take place before people are exhausted at the end of the day. It's something

"The computer will only house X number of letters for a student's name," so our students with 17-letter first names and last names can only be called by the first two and a half syllables.

I recommend to you, and I hope it will be used in schools in the future. That regular collegial interaction and support—professionally, emotionally, and academically—has been hugely important in keeping my teaching staff alive and well and on the cutting edge of their profession. And that means I've had very alive and very professional staff working with students on a daily basis.

All of us need to train more and more teachers to be able to work with this population of students. I know that a number of districts have dealt with the need for retraining by requiring staff to do X, Y, and Z. One of the things that's worked well for us in Hayward has been that as a result of the Center and visits to the Center, people who were initially reluctant or opposed to new strategies or extra service for immigrant students—or who were just out-and-out bigoted—have started to develop some personal curiosity and some interest, and have begun to change their attitude about this population of students.

Our first round of in-service training for teachers all over the district was really directed at consciousness-raising. I found that teachers were asking for in-service training on how to work with the Limited English Proficient student, but that wasn't really what they wanted; they weren't ready. What they really wanted was for someone else to come and do that job for them, because when we would provide that kind of in-service, they'd say, "yeah, yeah, yeah, but when do I have time to do it? What materials?" And then you'd provide the materials, and they'd say they didn't have time. Before long, it began to look like what was

needed was a little pink pill for some children in the morning, and a little blue one for some children in the afternoon, because the teacher was just not going to be able to provide help. We recognized that as a staff attitude problem. Instead of delivering lectures on "How to Work with LEP Students," we began at the level of consciousness-raising. We felt that giving in-service training to staff on working with the LEP students before we had ascertained their consciousness level was a waste of time and money. It has been very important to assess the consciousness level before we begin to deliver the kinds of nuts-and-bolts in-service that people really do need to have.

We started our consciousness-raising program with volunteer teachers—those teachers who were willing to come and learn; willing to come and visit; willing to participate in cross-cultural understanding seminars. Because we began with teachers who were willing and interested, a positive image of the teacher who was doing that kind of work began to grow up. The kind of teacher who volunteered had a tendency to be highly regarded by his or her peers, a leader at the site level or the program level; basically, a person who

was contagious. Contagious people are wonderful if they've got the right disease. These teachers would go back to their schools and say, "That was wonderful. Do you know that I saw little Yong Huan who's never spoken in my class, and there he was—giving a speech in the ESL class? Do you know I saw Obadula talking, who has never said anything in my classroom?" Teachers began to walk away with a different sense of their student population, and with images of what could be done, and their enthusiasm began to spread to others. Asking for volunteers allowed us to identify who our advocates were in the schools. Identifying those advocates and then relying on them to share information and come back and participate in curriculum development has been important to our program's success.

One of the things we're about to begin is inter-departmental curriculum development. Language development specialists and content-area teachers are collaborating in the areas of math and social studies. In fact, the content-area people and the language-development

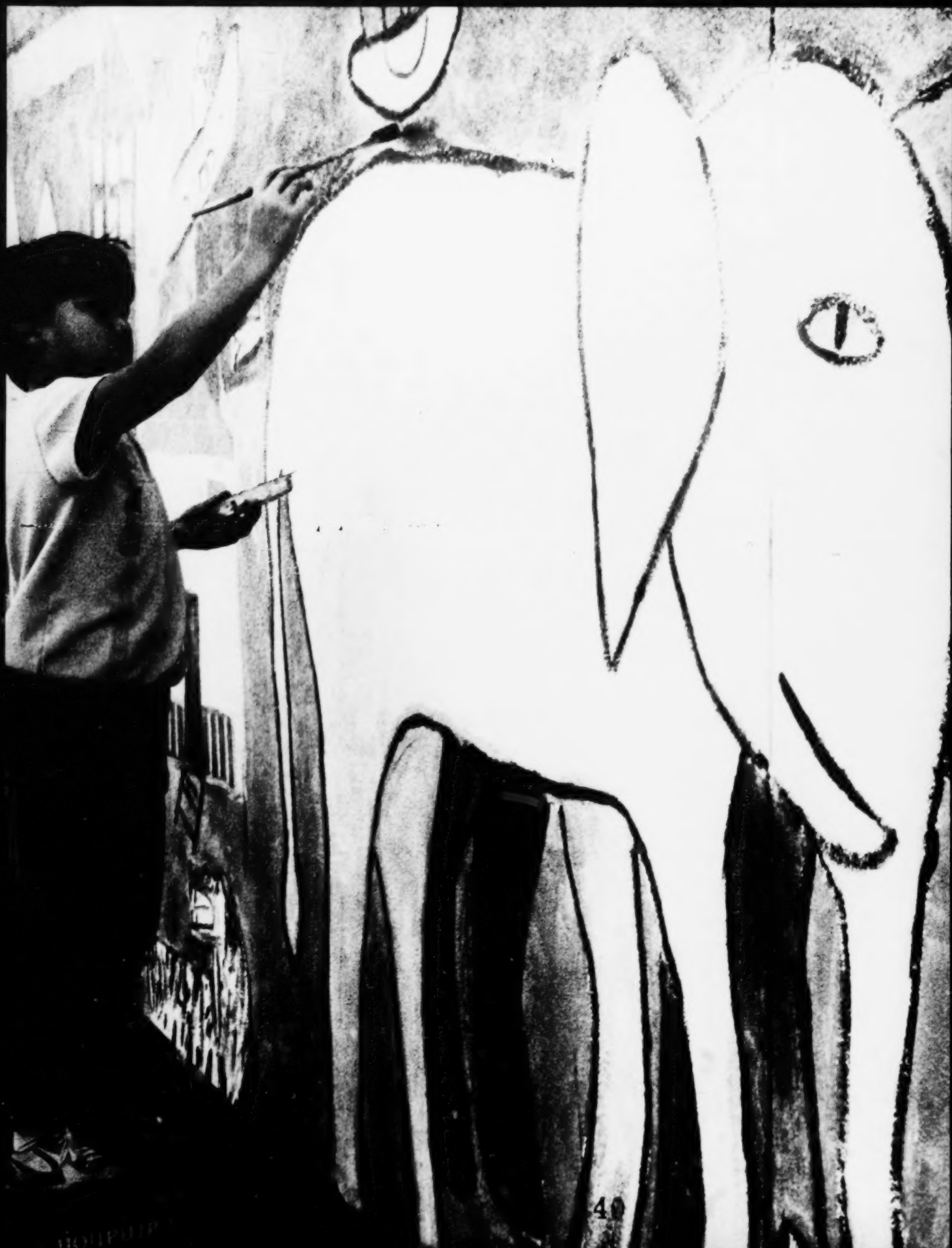
Teachers would go back to their schools and say, "Do you know that I saw little Yong Huan who's never spoken in my class, and there he was—giving a speech in the ESL class?"

specialists are teaching one another their specialties, so that they can develop model curricula and in turn, in-service train their own colleagues in those areas.

A willingness to be transformed by the experience of participating in work with immigrant students is terribly important. I think that there's a great deal said about how immigrant children make the adjustment, the transition. There's not as much said about what an important transition it is for both the immigrant and those who are already here; both are transformed by immigration into a community.

Like many districts, we have not been able to do full bilingual instruction for all of our students. What we have been able to do is model the maintenance of language and culture. Those of us on the staff at the English Language Center are ourselves multicultural, multi-ethnic and multilingual, and we don't hide it. It's a very public fact—a proud fact—that's shared with students.

Finally, the maintenance of dialogue has been essential: dialogue with those people who don't necessarily believe the same way we do; who don't share our point of view. It's wonderfully easy to talk to and persuade those who already believe the way we do. It's a whole lot more difficult to keep the good talk going, to keep the dialogue going with those people in any position at any level who do not share our vision. Creating schools for a changing state is *all* of our job, whatever position we hold.



Bridging Two Cultures: Support for an Immigrant Child's Sense of Self

ALL immigrant children must leap into their new world and create a sense of self that embraces the old nation and culture and integrates it with the new. This transition may be incredibly difficult for immigrant children, already struggling with the emotional and physical stress of difficult journeys, war experiences in their homelands, prolonged periods of dislocation, and the tremendous economic and legal pressures of being undocumented. In school, the large academic gaps between differing national schooling systems or from disruptions of education due to war, poverty and dislocation intensify the challenge to foreign-born children's sense of self. Finally, maintaining a sense of pride and respect for their own cultures while faced with the pressure to establish an "American" lifestyle accepted and respected by peers is often a confusing, sometimes heartbreaking conflict for immigrant youth. Virtually all experience racism, discrimination and hostility in their new land, and themselves bring prejudices and beliefs about people who are different. As young immigrants see-saw back and forth trying to negotiate a comfortable place between the expectations and values of being "American" and their home culture, family conflicts and stress often intensify.

It is no surprise, then, that many of the support programs developed by immigrant community groups and by concerned agencies and school personnel focus on providing support to immigrant students as they negotiate the transition to an unfamiliar system.

Some of these programs focus on cultural maintenance—on providing strong support for immigrant children to remember, learn, develop and respect their native cultures in the face of strong pressures to become wholly Americanized. Others offer emotional support for the discussion of transition pressures and difficulties. A few are designed to address the trauma of specific experiences that immigrant children have to overcome, such as war trauma. Some address family conflict and build self-esteem through counseling services. All, however, understand the necessity of encouraging immigrant children to hold onto those aspects of their native culture they wish to; all recognize the need for a supportive environment in which immigrant youth can express their hopes, fears, trials and triumphs in making a transition to their new land.

ASIAN AMERICAN DRUG ABUSE PROGRAM and National Youth Project Using Mini-Bikes (NYPUM)

5318 South Crenshaw Blvd.

Los Angeles, CA 90043

(213) 293-6284

Contact: Cheryl Sekiya, Prevention Director

Gregg Murakami, NYPUM Coordinator

The slogan of the AADAP (Asian American Drug Abuse Program) is "People Need People." This became profoundly apparent to the organization's founders more than 15 years ago when a string of drug overdoses swept Los Angeles' Asian-American youth community. AADAP was launched to help Asian-American drug abusers recover. Drug abuse is a serious concern among Asian immigrants and first generation Asian-Americans, in part because of the stresses of cultural dislocation and relocation, as well as the difficulties of academic adjustment amidst frequently tremendous pressure to excel scholastically.

Today AADAP's Prevention and Outpatient units provide services to help divert youth from juvenile delinquency and substance abuse. Many of the programs use educational support to bolster self-esteem and thus diminish the attraction of drugs.

The Prevention unit runs an Elementary/Junior High School Tutorial Program for Viet-

Facing page: A boy paints his history on the walls of his new land through the Murals in the Schools project at the San Francisco Filipino Education Center (see page 26). Photo by Al Repato.

namese students. AADAP, together with VRAC (Vietnamese Refugee Aid Committee, a UCLA student organization) holds 4-hour Saturday sessions for students 7 to 13 years old. The goal of the project, says Loc Nguyen, AADAP Early Intervention Counselor, is to "empower the students with strong self-identity and self-confidence." The Saturday agenda usually includes 90 minutes each of Vietnamese and English language tutoring and 45 minutes of group activities. Five VRAC volunteers and one AADAP counselor tutor about 15 students.

AADAP and community volunteers also run a High School Student Tutorial (also on Saturdays) during the regular school year in English I, II and III, and Math and Algebra I. During the summer, this program switches to SAT preparation, with three volunteer tutors and one AADAP counselor working with about 15 students. In summer 1988, their students showed an average improvement of 50 points each in practice verbal and math tests.

Dr. Chuong Michael Dang, principal tutor, feels the program has two goals. "For the kids who want to go to college, we want to give them the assistance they need to facilitate them towards going to the college of their choice. For the ones who just came over, we want to help them enough so they will not fall into the trap of dependency on welfare," he says.

National Youth Project Using Mini-Bikes (NYPUM)

AADAP's outpatient unit and the National YMCA sponsor another innovative program, the National Youth Project Using Mini-Bikes (NYPUM), in which high-risk youth earn the privilege of using mini-bikes if they meet the terms of a contract worked out between themselves, an AADAP counselor, their parents, and their school counselor. Under the contract, the students agree to try to improve in one or more of the following areas: taking and meeting more responsibilities at home; improving behavior at school; accepting authority; getting along with peers; getting better grades and doing their homework. They also agree to attend group counseling sessions to discuss such topics as trust, values, decision-making and peer pressures. What goes into the final contract is ultimately up to the student.

Gregg Murakami, NYPUM Coordinator, says the goal "is to work with high-risk 11- to 17-year olds and teach them self-responsibility and build their self-esteem." He says that through the program he has seen students' U's turn to S's, and C's and D's turn to B's. The program "provides them with a positive identity with a group," and the mini-bikes are a real incentive: "They like the speed, the control of it. They can take risks in a safe manner."

Mini-bike rights provide incentive for youth to learn about responsibility in the National Youth Project Using Mini-Bikes (NYPUM). Photo courtesy AADAP.



ASIAN YOUTH PROJECT

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Contact: May To, Project Coordinator

Connecting Asian youth with social services that they might otherwise not use is the goal of the Asian Youth Project sponsored by the San Gabriel Valley Region Asian Task Force. The group received \$164,000 from the United Way last year to launch the project, which will screen and refer youth to social services including drug abuse prevention and treatment, health and mental health care, recreation, educational tutoring and job training and placement. The key participants are: the Chinatown Service Center, the Asian American Drug Abuse Program, the Monterey Park Boys' and Girls' Club, the Asian Pacific Family Center and the United Chinese Restaurant Association. A project coordinator, May To, has been hired to direct clients to suitable programs. There is also a secretary, and a van driver who transports youth to appointments or activities. A case management system will be utilized to monitor and track each person to assure proper guidance. The goal of the project is to make it very simple for Asian youth to seek help. They often hesitate to do so because of both the stigma sometimes attached to a need for help and the lack of bilingual assistance.

CAMBODIAN NEW GENERATION

2619 Broadway
Oakland, CA 94612
(415) 444-1472
Contact: Anna Kruis, Youth Program Director
Bounchen Nhep, Youth Program Specialist
Rhonda Findling, Vocational Counselor

In fall 1988, the Cambodian New Generation, a six-year old social service agency for the Cambodian community of Oakland, received a grant from a private foundation to start up a program for at-risk youth including tutoring, employment training and summer recreation activities. About 25 adult volunteers were recruited to tutor the youth in English, and to serve as role models and friends. The director of the program, Anna Kruis, says, "We emphasize the mentoring aspect—teaching them skills such as keeping appointments and encouraging the kids to engage in conversation. Sometimes the tutor and student will meet in the student's home, or in our office—wherever they mutually agree upon. We do require that they meet for a minimum of two hours a week." Seminars are also offered periodically for the parents of the youth.

Many of the students in the program are referred by the juvenile justice system. The employment component emphasizes working with dropout and other at-risk youth to provide them with the tools not only to find jobs but retain them.

The offices of Cambodian New Generation are attached to the First Presbyterian Church, which offers its gym twice a week for the youth to play volleyball. The summer recreation program for younger children includes camping, fishing, ping-pong and field trips.

Kruis hopes to recruit more adult tutors, and for the Cambodian New Generation to become known by the Oakland Public Schools as a referral source for students who are experiencing academic or social problems, before the young people end up in such trouble that they drop out of school or are referred by the Youth Authority.

Twenty-five adult volunteers were recruited to tutor youth in English and serve as role models and friends.

CHINATOWN SERVICE CENTER

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Los Angeles, CA 90012
(213) 680-9955, (213) 680-1659
Contact: Debbie Ching, Executive Director
Larry Lue, Program Director
Julie Cheng, Annette Jewik, May Lam, Counselors

Three days a week from 3-4:30, the Chinatown Service Center operates an after-school program at Florence Nightingale Junior High School near Los Angeles' Chinatown. Counselor Julie Cheng drives the short distance from the service center to the school, where a group of students rush to greet her, speaking all at once in Cantonese and English. The program is filled to capacity with nine participants. Cheng has had to turn people away.

School counselors refer the participating youth, who by and large need some type of personal attention and support as well as academic assistance. The age range is about 13-15. Most come from Hong Kong, Vietnam and mainland China and speak limited English.

Cheng, whose training is in marriage and family counseling, says gaining skills helps to build self-esteem. So, on Mondays, the students often complete a cooking project before digging into homework. On Wednesdays, they have rap sessions to learn how to express feelings and develop communication skills, again followed by homework. And on Fridays there is swimming and recreation at the YMCA.

Today, the students are learning to bake cupcakes. They read the instructions with Cheng's help. They discuss the merits of yellow cake mix as opposed to chocolate cake mix, and they determine the baking time and temperature. Finally, the cupcakes go into the oven.

The students divide into three study groups: basic English, intermediate English and math. The basic English group works with Cheng's aide, a California State University, Los Angeles student, who takes them through a spelling test and verb conjugations. The intermediate English group reads out loud from a textbook and gets assistance with vocabulary and pronunciation. The math group works with schoolbooks on math problems.

Four-thirty p.m. comes quickly. The cooled cupcakes are distributed and consumed by smiling students. Everyone goes home happy.

The Chinatown Service Center also runs a similar, expanded program during the summer at Castelar Elementary School in Chinatown. There are English and math tutorials, organized games, cooking, rap groups and recreation at the YMCA. The rap groups, which use trained counselors, are a special feature of the service center. Discussion topics have included self-esteem, family relationships, ways to make new friends, dealing with conflicts, decision-making, and cultural similarities and differences for Asian Americans.

Cheng hopes to see her programs improved by increasing outreach to parents, increasing the range of services and activities for youth, and widening the scope of field trips to enrich the experiences of "Chinatown-bound kids." She says the main goal "is to help them with self-esteem, so they can make it in America."

CHINATOWN YOUTH CENTER

1693 Polk Street

San Francisco, CA 94109

(415) 775-2636

Contact: May Chan-Lee, Counseling Coordinator

Anna Chang, Program Associate

Keith Choy, Executive Director

The Chinatown Youth Center was founded in 1970 in response to a rising crime rate among Chinese youth in San Francisco. The CYC has a variety of programs including youth and family counseling, employment and training, drug education, parent education, school and community outreach, recreation and after-school programs and information and referral.

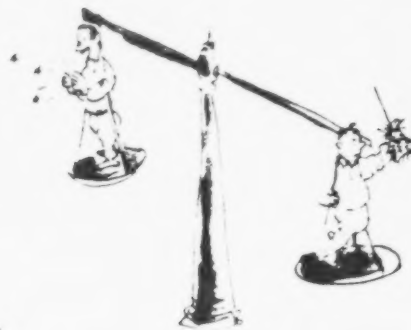
The center offers bilingual, bicultural counseling in Cantonese and Mandarin to individuals and families. The students are often referred as part of the disciplinary process of their schools. Additionally, trained CYC social workers go to several San Francisco junior high and high schools, working a few days a week with Chinese youth on such issues as self-esteem, cultural identity, and family conflicts.

In 1985 several surveys of Asian youth made it clear that large numbers of them were becoming addicted to cocaine, quaaludes, alcohol and other drugs. The Asian Youth Substance Abuse Project (AYSAP), begun in 1987, enlists the resources of the Chinatown Youth Center and other Asian community organizations in San Francisco (including Japanese Community Youth Center, Korean Community Service Center, Vietnamese Youth Development Center, and the West Bay Pilipino Multiservice Corporation). The Substance Abuse Project is geared toward empowering youth, helping them identify appropriate coping mechanisms, and promoting self esteem and healthy family interaction. It provides bilingual, bicultural education and counseling at no cost through support groups for parents and youth, individual and group counseling for substance abusers, family assessment and intervention strategies and community forums. It also offers in-service training for professionals who work with youth.

A unique service offered by the Chinatown Youth Center is education for Chinese who have dropped out of the school system. Low-income Asian youth aged 17-21 who have either left school or who never graduated can get vocational education at the center in an 11-week training course. Skills taught are directly related to job needs: typing, secretarial, phones, as well as tactics for being part of an office or job site. Students also take several hours of vocational ESL that teaches them very basic grammar, conversation, and reading and allows them to perform in interviews and write resumes. Finally, counselors help students find jobs or enter school.

CYC offers education to parents on child development, with particular attention to situations immigrant parents raising children in this country are likely to encounter. Says Anna Chang, Program Associate, "There is a severe culture gap and we must educate the parents about what is going on with their kids in school." Toward this end, the center also produced and published *Ten Principles on Raising Chinese-American Youth*, the first such manual designed specifically for the Asian community. Humorously illustrated (see examples, this page) and comprehensive, the manual discusses the following ten principles in separate chapters:

- 1) Understand Your Teenager's Physical and Psychological Needs
- 2) Improve Communication
- 3) Use Appropriate Rewards and Discipline



More criticisms than compliments



Favoritism



Common problems that may hamper parents in disciplining and rewarding their children are illustrated in Ten Principles on Raising Chinese-American Teens published by the Chinatown Youth Center. Art by Angela Chu © Chinatown Youth Center.

- 4) Encourage Initiative and Independence
- 5) Provide Guidance in Your Teenager's Social Life
- 6) Encourage Extracurricular Activities
- 7) Know Your Teenager's School Environment
- 8) Develop a Positive Cultural Identity
- 9) Maintain Family Harmony
- 10) Utilize Community Resources

The manual, available for \$10.65, is printed in English and Chinese for Chinese parents who are juggling their hopes and problems with their teenagers.

COALITION TO AID REFUGEE SURVIVORS OF TORTURE AND WAR TRAUMA

Good Samaritan Church
1292 Potrero
San Francisco, CA 94110
(415) 824-3500
Contact: Holbrook Teter, Project Director

Students with Post Traumatic Stress Disorder may bumble along without anyone knowing they are in terrible pain.

Holbrook Teter

The Coalition to Aid Refugee Survivors of Torture and War Trauma (CARSTWT) is a group of individuals from assorted mental health and refugee assistance agencies. They disseminate public information and provide education and training about the mental health needs of survivors of war and torture to workers in the fields of mental health, social work and education. Their goal is to build a network of mental health professionals and paraprofessionals who will help schools deal with this very fragile population of children. In two San Francisco schools, the coalition conducts rap groups—one for Cambodian students at Mission High School and one for Central American students at the Mission Education Center, the Spanish-speaking newcomer elementary school. Other schools may refer children to the coalition for individual or group counseling as well. Director Holbrook Teter says efforts are made to recognize students who may be suffering from Post Traumatic Stress Disorder (PTSD). Typical of students with this disability, he explains, is that "they bumble along without anyone knowing they are in terrible pain."

Teter and a team of four others devised a training program that helps teachers and administrators deal with the depression, nightmares, acting-out and low academic achievement that indicate current manifestations of past traumas. Training includes a slide show to sensitize teachers to who their students are and what they have experienced, and to offer strategies for helping them: encouraging them to express their emotions and involving parents more closely with their children's education. To broaden the pool of culturally sensitive counselors to work with war-traumatized students, the coalition trained 13 adult "mental health promoters" from the Central American community in an 11-week course. Both the trainers and trainees in this program were volunteers. The coalition also hopes to establish a sanctuary movement for unaccompanied minors from Central America.

Teter works out of an office in the Good Samaritan church in San Francisco, which donates the space, but he earns no salary and the coalition receives little funding. The coalition meets monthly and welcomes new members. Their literature describes their healing philosophy: "State terrorism is an attack upon community. The forces employed seek to destroy community and render individuals passive, impotent, isolated, fearful, and full of despair. A healing process needs to be developed to counteract the wounds of state terrorism at the level of community and society."



LATINO OUTREACH PROJECT

Family Service Agency of Marin County

1005 A Street, Suite 307

San Rafael, CA 94901

(415) 456-3853

Contact: Yadira Vigil-Slobody, Program Director

An anonymous refugee student's artwork done for the Homeland Histories curriculum (see page 75). Courtesy of Alice Lukas.

Latino immigrant students at Marin County's Davidson Middle School can talk about their experiences, problems and successes in rap groups and workshops led by Yadira Vigil-Slobody, a licensed MFCC counselor who is herself from Nicaragua. Working through the Marin County Family Services Agency's Latino Outreach Project, Vigil-Slobody built the program over the last four years to help Latino students come to terms with their adjustment to the U.S. and the pasts they have left behind. She sees many children who are disturbed by experiences such as war, killings, torture, separation and loss of family.

Vigil-Slobody first came to Davidson in 1985 when the school's head counselor asked her to work with the expanding Latino population there. She set up two rap groups, one for girls and one for boys, because, she explains, each gender tends to deal differently with emotional problems: boys more often act out violently and girls tend to internalize anger and become depressed. Eventually Vigil-Slobody was asked to do thematic presentations to ESL classes, and since then a few more groups and several more presentations have been added to the program.

The student support groups meet once a week. Vigil-Slobody says, "We talk about many issues: about discrimination, what it's like to be raised in one country, to be surrounded by people that you know and all of a sudden join the so-called minority. You look different, you speak a different language, you feel isolated. People share what it was like when they came

Students must be able to talk about their problems in Spanish, with someone who identifies with their ordeals. They see me and they think, "She's a Latina, and she's proud of it."

Yadira Vigil-Slobody

to the country, and the separation from their parents. Many of them are very open and they feel a lot of anger about feeling discriminated against, anger that sometimes the teachers don't really understand their feelings." She feels the program is a success: students open up, discuss their conflicts, and support one another. "They are not acting out and they are not withdrawn. They're feeling better about themselves as Latinos."

The workshops deal with a long list of issues that face Latinos in school, at home and in the community. Given in Spanish every two to three weeks to 45 ESL students, topics include: domestic violence, child abuse, self-esteem, depression, stress, substance abuse and AIDS. Vigil-Slobody feels that students must be able to talk about their problems in Spanish, with someone who identifies with their ordeals. "They see me and they think, 'She's a Latina, and she's proud of it.'"

The students served by the workshops have few other opportunities to get emotional help; it is important, Vigil-Slobody says, for them to have access to it right on the school grounds. She believes that support for her program from the school has been essential: "A lot of schools say that the kids are coping on their own, but many of the adults have their own prejudices and denials." She thinks Davidson and schools like it would be best served with full-time people who can provide the kind of service that she gives. "The amount of time I am there is very little. I see just a fraction of the Latinos who need help. I see on their faces that they want to be helped."

The Latino Outreach Project also provides psychological counseling to Latinos of all ages on a sliding payment scale.

NESSAH ISRAEL HEBREW ACADEMY

1537 Franklin

Santa Monica, CA 90404

(213) 453-2218

Contact: Dr. Joseph Hakimi, Education Director

Iranian Jewish school-age children in the Los Angeles area are offered classes in Judaic studies, folk dance, singing, Farsi language and music appreciation at the Nessah Israel Hebrew Academy. The goal of the classes, conducted primarily in English, is to maintain the young people's traditional religious and cultural heritage.

Nessah Israel is affiliated with the Bureau of Jewish Education in Los Angeles, which provides the teaching staff of 11 with in-service training in such areas as child development, Judaic studies and mathematics. Dr. Hakimi is education director for the academy and acts as a liaison with the public schools if a child is having a learning problem. He says the recent addition of Farsi-speaking counselors in Beverly Hills High, Horace Mann Junior High, and many other schools has been extremely helpful.

Rabbi David Shofet and Dr. Hakimi founded the academy in 1981 to help Jewish Iranian families make a smoother transition into the United States. Educational courses for adults—religion, effective parenting and education in the United States, among others—are offered along with the children's classes. Some resettlement services are also available, including assistance with immigration problems, welfare, enrolling children in school and referrals to other agencies. Dr. Hakimi says about \$60,000 is spent per year on the academy's educational programs. With more money, he says, the staff would offer new programs for job skills development, services for elders and youth, and adult courses in government, U.S. history and languages.

SEARCH TO INVOLVE PILIPINO AMERICANS (SIPA)

2408 W. Temple Street
Los Angeles, CA 90026
(213) 382-1819
Contact: Meg Thornton, Director

The Search to Involve Pilipino Americans (SIPA) is the only social service agency in Los Angeles exclusively geared toward Pilipino-American youth. The non-profit agency serves 150-200 youth in the Philippine Town, Echo Park, Silverlake, Wilshire and Pico-Union areas. SIPA says that it strives to:

- Promote Pilipino identity and cultural and ethnic awareness
- Cope with youth problems such as education, unemployment and gang-related activities via information/referral/counseling services and employment programs.
- Provide for educational and community service needs and conduct leadership training via conferences and workshops.

SIPA services include bilingual/bicultural individual, family and group counseling, recreation and sport activities, job development and placement, alcohol and drug abuse preven-

Many children in California schools come from rural Mexican villages like this one. Photographer/teacher David Gilbert gives visual workshops to students and teachers about the experiences of immigrants and refugees. (See Insight, page 77.)

Photo © David Gilbert.



tion and cultural enrichment programs. Many of its projects are collaborations with other agencies and organizations, such as the UCLA Pilipino Recruitment and Enrichment Program (PREP). PREP volunteers, Pilipino students from UCLA, tutor Pilipino youth after school and encourage them to pursue graduation and college.

SIPA is funded by the United Way, the Los Angeles County Department of Community Senior Citizen Service, and the County Office of Criminal Justice and Planning. Director Meg Thornton says she hopes in the future to be able to provide parent education seminars on the U.S. school system and other transitional skills.

SOUTHEAST ASIAN YOUTH CENTER

Center for Southeast Asian Refugee Resettlement

330 W. Hedding Street

San Jose, CA 95110

(408) 947-7727

Contact: Vu Duc Vuong, Executive Director

Daniel Vu, Youth Program Coordinator

Hoang Vui, Branch Director

Southeast Asian teenagers from low- to moderate-income families participate in after-school activities from tutorials to dance to martial arts at the Southeast Asian Youth Center in downtown San Jose. A project of the Center for Southeast Asian Refugee Resettlement (CSEARR), the Youth Center was founded in 1987 with a grant from the City of San Jose, which has an estimated population of 7,000-10,000 Southeast Asian youths. One of its stated goals is "to provide Southeast Asian youths with not just a recreation center, but a place where academic excellence is promoted, where friendship is developed and fostered, and where learning life skills is an enjoyable experience." The program strives to provide some cultural maintenance and support for the young people as well. Some 500 teenagers have been served so far.

The center offers a range of classes including guitar, music theory, martial arts, social dance, cooking, sewing, voice and photography. Students can get tutorial help with their

A day in the park for Southeast Asian Youth Center students in San Jose. Photo courtesy CSEARR.



school homework and guidance in making career decisions, or attend one of the center's career workshops. They can go with a group on weekend sightseeing trips, or go camping. The center is a place for club parties and music; there is a band ensemble. Last February, the center hired a teacher to instruct the Cambodian youth in the beautiful dances of Cambodia.

The Center for Southeast Asian Refugee Resettlement is a nonprofit organization with offices in four other Bay Area Counties as well—San Francisco, Marin, Alameda, and San Mateo. In operation since 1975, CSEARR provides a wide range of social services, including community development, to promote the adjustment and self-sufficiency of refugees and immigrants. While San Jose is the only city so far that has opened a youth center, the other offices work with youth, for example, encouraging the formation of Southeast Asian youth clubs. The Marin program this year helped some teenagers start up a Vietnamese band and also offered a Vietnamese language class.

As a resettlement agency, the branches of the organization have for years served as liaisons between the schools and immigrant families, providing translators and bilingual counselors. Teachers call on the centers when youth are having problems in school or parents do not understand why their child is in a certain program, such as LEP or Special Education. Executive Director Vu Duc Vuong gives an example: "A student was outstanding in gymnastics but the parents thought schools were for academics, not jumping around like a monkey. We explained that this is also a part of the school experience in the U.S., and that by competing in sports the kid would, frankly, have a better chance of getting into Cal. This happens all the time. I'm sure we miss nine out of ten cases like this."

Vuong would like to see youth centers in all of the counties his agency serves. "We feel the immigrant and refugee children are not doing well. There is quite a bit of dropout at the junior and high school level. And if they do well academically, they still are on the fringe of school life. They may get into college but they never get into college *life*, and later that shows up in their work life. They cannot advance because they cannot network. We look at this day, this year, but we do not think of five years down the road for these youth. [The schools] are acting as temporary babysitters rather than preparing the citizens of the next century."

SUMMER YOUTH EMPLOYMENT AND TRAINING PROGRAM

United Cambodian Community, Inc.

936 Atlantic Ave.

Long Beach, CA 90813

(213) 437-1775

Contact: Prany Sananikone, Director

Exposing immigrant and minority youth to jobs in the social services is the goal of the Summer Youth Employment and Training Program of the United Cambodian Community, Inc. in Long Beach. The program diligently seeks out employers who will offer young people not only a good work experience with close supervision, but serve as role models in such fields as education, health, mental health, libraries, museums, handicapped services and other social and human services.

As part of the program, the youths are excused from their jobs every other Friday to attend day-long workshops on staying in school, gangs, drug abuse, job interviewing, resume writing, learning to be peer counselors, and other pertinent topics.

United Cambodian Community, Inc. is one of several contract agencies running Summer Youth Employment and Training Programs funded by the federal Job Training and Partner-

A student was outstanding in gymnastics but the parents thought schools were for academics, not jumping around like a monkey. We explained that this is also a part of the school experience in the U.S.

Vu Duc Vuong

All those students who experienced the ocean, the boat people, children who have been separated from their families, who have been tortured, raped, seen their parents beheaded—after a while it is ingrained in them that they want to do something to help others, because they have seen so much suffering and they themselves have been so helpless.

Prany Sananikone

ship Act. Each agency tailors its program differently, and UCC director Prany Sananikone chose to focus on introducing immigrant, minority and disadvantaged youth to the "helping professions." He describes the philosophy: "There is a tendency to assume, for example, that Asian youth should go into engineering and science, not the social sciences, library sciences or the arts. But, all those students who experienced the ocean, the boat people, children who have been separated from their families, who have been tortured, raped, seen their parents beheaded—after a while it is ingrained in them that they want to do something to help others, because they have seen so much suffering and they themselves have been so helpless. But they need an opportunity to be exposed to the fields that will provide them the opportunity to help others, and give them inspiration."

The youths work for two months, July and August; UCC staff begin screening potential employers in May. The agency also provides counseling for youth and adults.

YOUNG PHOENIXES

Chinese Folk Dance Group
Richard Garvey Intermediate School
2720 North Jackson
Rosemead, CA 91770
(818) 572-4677
Contact: Stephen Ritter, Principal
Kim Woo Zeller, Resource Teacher

Every Friday afternoon from October to mid-February, the Young Phoenixes dance group rehearses Chinese folk dance in the cafeteria of the Garvey Intermediate School in Rosemead. This group of 13- and 14-year old girls was started in 1983 when teacher Kim Woo Zeller taught some students Chinese folk dance for the school's Chinese New Year celebration. After that, the program continued by popular demand. Woo Zeller says, "The girls find enjoyment in this. In the back of their minds, they feel some Chineseness they want to relate to."

The Young Phoenixes come from Hong Kong, Taiwan, Vietnam, Cambodia, mainland China and the U.S.; students of all ethnicities are welcome to join, as are students from other schools if they can arrange transportation. "This brings together students who wouldn't have come together normally because they're at different levels of English," says Woo Zeller. "Language would have separated them, but this program allows them to become friends. They look out for each other and really work as a team." They work so well, in fact, that the group has been invited to perform for weddings, cultural organizations, and elementary schools. Each term's labors culminate in February with Chinese New Year performances at the Garvey school and Los Angeles Chinatown.

A lot of the group's popularity is due to Woo Zeller's teaching talents and desire to work with the girls. She herself has studied dance since high school and performed with a professional Chinese folk dance group for over 10 years. The hours she spends with the girls are all volunteer.

The group's annual budget of about \$600 comes from state bilingual LEP and Chapter I monies. This goes for costumes and props, but still Woo Zeller and the group's manager Joyce Chin must pitch in their own money for gasoline and food when the girls perform. Woo Zeller hopes that in the future there will be a stipend for instruction, as well as extra school credit for the students.

One afternoon last fall, Woo Zeller was teaching the fan dance to her students. Colorful

fans and scarves brightened up the drab cafeteria as the students first ran through their steps with her, then broke up into small practice groups. They wound up the session with a short performance for a visitor, assuming their best performance posture and moving gracefully and precisely. At one point, they suddenly hesitated about a step, and there was a nervous silence. But Woo Zeller was the first to laugh, cheerfully dismissing the class and saying she would see them next week.

Moments later, though, Woo Zeller grew serious talking about her students. "The Asian-American woman stereotype is that they can't speak in public; doing this helps them build their public image. It leads to the ability to be in the mainstream, instead of being the silent minority."

See also:

ABC Unified School District, page 137

Asian Pacific Family Center, page 48

Children of War, page 52

Insight, page 77

Korean Youth Center, page 84

Literatura Infantil, page 118

Murals in the Schools, page 79

New Bridges, page 55

The Right Channel, page 99

The Young Phoenixes take a bow. Photo courtesy Kim Woo Zeller.





Intercultural Relations

THE curriculum offered in the classroom is only part of what children learn at school. Some very powerful lessons come from the social context—for example, the climate of students' peer relations and the "hidden curriculum" of social attitudes and behavior supported by a school's teachers, policies and practices. Interviews conducted for California Tomorrow's previous report, *Crossing the Schoolhouse Border*, revealed that the great majority of immigrant students read in that hidden curriculum that foreigners are unwelcome; that use of their native tongue and dress are unacceptable and subject them to ridicule and sometimes punishment; and that the safest friendships are with others from their native countries. For protection, out of fear and confusion, and to soften the shock of being outside their native land, newcomer children often learn to stick with their own group of newly arrived Taiwanese or newcomer Mexicans, etc. There is a price for this isolation and separation. Harassment, teasing, and intimidation between groups are common and often directed specifically at the easy target presented by the "new kids in town," who are on the bottom social rung. Even their safety at school may be threatened.

Such exclusion and hostility exacerbate the pain and erode the confidence of immigrant children as they try to make the transition to their new land. The lack of "American" friends makes learning English and U.S. culture even more difficult. Furthermore, the tensions present reveal the significant discomfort, fear, ethnocentrism and prejudice felt by many U.S.-born students who must deal with people different from themselves in communities undergoing significant demographic change.

Students, all students, need a safe and positive school environment supportive of diversity and free from prejudice and harassment. Schools must cultivate in students the skills and understanding to reach comfortably and willingly across languages and cultures. By learning about and befriending different kinds of people, students gain critical life skills.

The programs described in this section of *Bridges* represent such deliberate attempts to break down barriers of prejudice, to teach skills of conflict resolution, to encourage inter-ethnic relationships and dialogue, and to facilitate the development of understanding and friendship across cultures, languages and ethnicities. Two personal accounts from practitioners dedicated to these goals appear at the end of the chapter.

ASIAN PACIFIC FAMILY CENTER

Intercultural Discussion Group
3907 North Rosemead, Suite 100
Rosemead, CA 91770
(818) 573-3322

Contacts: Glenn Masuda, Psychologist
Gladys Lee, Program Director

In the Intercultural Discussion Group at Mark Keppel High School in the San Gabriel Valley, students from different racial backgrounds gather for a series of ten meetings. The purpose is to reduce racial tensions and reach out to students who need mental health services. Participants are referred by teachers who identify them as having attitude problems and a dislike for people of other races. Ten students at a time participate; their problems generally must not be too severe, and they must commit themselves to attending. A professional mental health counselor teaches the group communication, listening and problem-solving skills in an atmosphere designed to allow participants to talk about racial tension, stereotypes and problems at school and at home.

The Intercultural Discussion Groups are run by the Asian Family Center, funded with

Schools must cultivate in students the skills and understanding to reach comfortably and willingly across languages and cultures.

Facing page: Families enjoy an evening of traditional Filipino dance at a parent acquaintance meeting sponsored by the Daly City Filipino Organizing Project (see page 103). Photo © Marion Gray.

**Masuda's students
tell him his
mustache makes him
look mean. "I ask
them, 'Where did you
learn what looks
"mean"?"**

\$6,000 annually from the California Community Foundation. The program has been successful at breaking down barriers, according to program director Gladys Lee. She recalls a story of a Latino boy who angrily confronted a Vietnamese girl, demanding, "What's the matter with you people? Why don't you mix?" The girl answered quietly, "I only speak English with people who speak as poorly as I do." Lee says her answer made it very clear to the boy what was happening and why the girl unintentionally alienated others.

Currently, psychologist Glenn Masuda is the only staff member on the project. He says he spends a lot of time challenging the students to question "What's normal? What's beautiful? What's cool?" Masuda, for example, wears a drooping mustache, which some people refer to as "Fu Manchu-style." He says often students will tell him this makes him look mean. "I ask them, 'Where did you learn what looks "mean"?' Or people will tell me, 'Man, don't wear that thing. It makes you look Chinese!' So I say, 'Well, what's wrong with that?'" Similarly, he relates the story of a Korean girl who wanted to get her eyes "fixed" to look more European and "beautiful." "I asked her, 'Whose standards are you going by?' and she said the Korean fashion magazines. I said, 'But who do you think influences those publishers?'"

Lee would like to add another counselor so that the project would have one Asian and one Latino, reflecting the local demography. Another wish from her list is to have leadership and peer counseling training for discussion-group graduates. That way, the students could reach out to other students.

Before and after questionnaires filled out by the students show that through their work with the group, they have grown and changed. Suspicion has turned to understanding, and sometimes friendship. A few truant students who came only to the group discussions eventually returned to school.

The Asian Pacific Family Center also offers individual counseling, school rap sessions, parent education groups and drop-in centers.

A WORLD OF DIFFERENCE

Anti-Defamation League of B'nai B'rith
San Francisco Youth Services Component
121 Steuart St., Suite 302
San Francisco, CA 94105-1206
(415) 546-0200
Contact: Augusta Del Zotto, Coordinator

Los Angeles Youth Services Component
6505 Wilshire Blvd., Rm. 814
Los Angeles, CA 90048
(213) 655-8205
Contact: Tony Guillelan, Coordinator

A World of Difference is a national anti-prejudice campaign sponsored by the Anti-Defamation League of B'nai B'rith, one of the oldest human rights organizations. The campaign's message is publicized in the media and by means of ongoing events for communities, including hands-on workshops for local, regional and national organizations, educators, youth service providers and employers in the governmental and private sectors. The project was founded in 1985 and will be funded for three more years by foundation, corporate and community sponsors.

"A World of Difference mobilizes key resources in a local community to create a highly visible, intensive public campaign to reduce religious, racial and ethnic prejudice, celebrate diversity, and promote intergroup understanding," the literature states. "The campaign is a unique combination of specially-produced television programming, seminars, private sector support, newspaper materials, billboards, posters and more."

The campaign's Youth Services Component is being piloted in California with offices in



Hawthorne Elementary School in San Francisco was named one of California's Distinguished Schools in 1989, in part for its dedication to building harmonious relations among students (see page 134). Photo courtesy the Hawthorne staff.

Los Angeles and San Francisco. San Francisco Youth Services coordinator Augusta Del Zotto says that A World of Difference has offered teachers and community groups many free workshops in such areas as designing extra-curricular activities for youth, teaching conflict-resolution techniques, and involving immigrant parents in their children's activities. She explains, "Some parents are distrustful of activities like after-school programs, which deprive immigrant kids of the opportunity to mix with native kids. And the U.S. kids also need to be exposed to kids from other countries. Parents need to be made comfortable with YMCAs, girls' clubs, etc."

In June, Del Zotto organized a World of Difference conference called "Reclaiming Childhood," which focused on education and counseling for children who are refugees of war. Workshops covered topics such as post-traumatic stress and its impact on children in schools and neighborhoods; innovative art techniques for youth workers and volunteers; methods by which agencies can develop cultural sensitivity and understand family dynamics; and ways of empowering immigrant and non-immigrant families to work together on child-related issues. For fall 1989 she is organizing a "Youth Congress on Hate Crimes," where teens identified by schools and agencies will discuss measures to prevent racially motivated violence and ways to make sure that hate crimes are reported, documented and disciplined at school.

The Los Angeles Youth Services Component of A World of Difference has established a coalition of teenagers representing community youth organizations. Youth of various racial, ethnic and religious backgrounds have begun meeting in workshops on leadership and ethnic relations. They will in turn help devise activity plans for agencies to adopt when working with youth on respecting diversity and learning to cooperate and collaborate.

A centerpiece of the World of Difference campaign is a comprehensive curriculum for use with secondary students. This includes sections on American beliefs and values; prejudice, stereotyping, and discrimination; scapegoating and racism, each with essays by both known and little-known historical figures accompanied by a list of questions and exercises for students. Within the some 40 lessons, singer Marian Anderson tells of being denied the right to apply to a Philadelphia music school in the 1920s because of her race. "We don't take colored," she was told. In 1984 dancer Barry Martin was crippled when white South African medics refused to help him after an auto accident: the Black American had been mistaken for a Black South African. The U.S. internment of Japanese Americans, the plight of Soviet Jews, Ku Klux Klan terrorist actions, the views of U.S. presidents, and many other thought-provoking units are included. Regionalized sections are being produced for insertion in the spiral-bound curriculum by local offices of the ADL, such as Sacramento,

Fresno Newcomers Program students. Photo by Carol Dowell.



Stockton, San Diego, the San Francisco Bay Area and Los Angeles. These will include units on issues youth may relate to within their own communities.

A large component of the World of Difference campaign has been inservice training for teachers who work with diverse populations of students. Angela Antenore, education coordinator for the Los Angeles area, says more than 2,000 teachers have been trained using a trainer-of-teachers model developed by the national ADL and adapted for local areas. In the trainings, educators learn about changing demographics, research on prejudice, and have an opportunity to talk about experiences they may have had with prejudice in their personal or professional careers. They examine how their teaching styles might affect their students. For example, if there are dolls in a classroom, is there just one Black doll? If a principal makes a prejudicial comment in front of a student, how do you respond? For promoting cultural awareness, Antenore says, "We don't just mean having tacos on Tuesday, but what are the cultures all about?" Information on the training may be obtained at the ADL offices.

CHILDREN OF WAR

85 S. Oxford St.
 Brooklyn, NY 11217
 (718) 858-6882
 Contact: Judith Thompson,
 Program Coordinator

BAY AREA CHILDREN OF WAR

4031 Ardley Ave.
 Oakland, CA 94602
 (415) 482-0650
 Jackie Shoner, Coordinator

LOS ANGELES

CHILDREN OF WAR
 548 S. Spring St., Rm. 302
 Los Angeles, CA 90013
 (213) 891-1213
 Natalia Delgado

In 1984, the Interfaith Religious Task Force in New York began sponsoring speaking tours in which children from war-torn countries around the globe—Latin America, Southeast Asia, South Africa, Northern Ireland, the Middle East and impoverished, neglected areas of the U.S.—told their stories to students throughout the United States. So began Children of War, which is now an international organization that trains young people, as the literature states, to “play decisive and responsible roles in solving the great issues which face them and all humanity at this time: warfare, racism, economic injustice, environmental deterioration, and nuclear threat.”

The Los Angeles chapter of Children of War started in 1987 after students who had attended presentations by children in the national speaking tour were inspired to “do something” themselves, bearing out the belief of the group’s organizers that young people, having a deep longing to see things right in the world, are capable of being powerful and effective leaders. Says Judy Goldberg, a high school junior and member of Children of War who spoke at the “Action That Counts” conference in Los Angeles, “Children of War has a really shocking effect on North Americans. Take me, for instance. When I first heard other kids stand up and talk about what it is like to grow up in a country at war—like when I first heard Guatemalans coming from their country and having been tortured at such a young age, I thought ‘Oh, my God, wait a minute! My biggest worry is waking up at 7:00 so I can get to my classes on time! I don’t have to think about my family disappearing.’ It is a tremendous eye-opener to see what life is like for refugees here. It shocked me and my friends into realizing there is more to the world than our own experience.”

Children like Lamakose Kunene, who also spoke at the conference, consider Children of War a strong support group that validates their sense of identity and pride in their heritage and enables them to receive the respect they too seldom get from the wider world. “Children of War is special. I think everybody should have the opportunity to experience something like this,” Kunene, who had to leave South Africa because her father was exiled as punishment for his involvement in the anti-apartheid movement, recalls how her peers often left her feeling isolated and rejected: “So many times, refugees are just total outcasts. Children are so cruel! By the time I was in fourth grade, I wouldn’t even tell anybody I was African, it was just so difficult for me to assert myself, to be proud of what my people have accomplished, because so many times people put me down. People are so used to denying what they are because other people are always oppressing it. People don’t want to say, ‘I’m Polish, I’m half Indian, half Black,’ whatever. We need support from people around us—authority figures, friends—in order to maintain that sense of knowing who we are.”

Kunene thinks Children of War can break through some of the preconceptions U.S.-born children have about the real reasons refugees flee their homelands. “Most of my family is still in South Africa. I would like to go back—that’s where my roots are. Children who grow up here think this is the end and the beginning, but it’s not. People are so uninviting here! People demonstrate because they’re scared some immigrant’s going to take their job from them, but that isn’t what it’s about. That’s not why refugees are coming here. We’ve had to come here, there’s a definite reason.”

Most of my family is still in South Africa.

I would like to go back—that’s where my roots are.

Children who grow up here think this is the end and the beginning, but it’s not.

Lamakose Kunene

Many of the children come from nations that are potential or actual antagonists, but their shared experiences as "Children of War" give them a model of conflict resolution and alliance-building.

Like Judy Goldberg, Kunene was greatly affected by the stories of other children in the group: "Listening to children from Cambodia who had been in refugee camps; listening to children from El Salvador and Guatemala whose families had been destroyed by death squads, made me open my mind even more." Children of War's organizers believe that such communication between children firmly connects them and that new hope and new heroes lie in those connections. Many of the participating children come from nations that are potential or actual antagonists (Israelis and Palestinians, Catholics and Protestants from Belfast, etc.), but their shared experiences as "Children of War" give them a model of conflict resolution and alliance-building. Children of War now recruits young refugees living in the United States through schools and community agencies. These young diplomats come together in workshops and training sessions to draw strength from one another and join hands to wage peace. Since its inception in 1984, Children of War has coordinated two national tours and trained 103 teenagers from 18 countries. These teenagers in turn visited 450 high schools in 60 U.S. cities and met with over 100,000 young people, calling on their peers not to accept the world as it is.

To arrange for a student speaker (or panel of speakers) from Children of War, contact the project directly. A videotape about the national tour is also available.

CONCILIATION FORUMS OF OAKLAND

Student Panels Project

672 13th Street

Oakland, CA 94612

(415) 763-2117

Contact: Millie Cleveland, Schools Coordinator

Students mediate and help resolve one another's problems through the Student Panels Project of Conciliation Forums of Oakland (CFO). Student volunteers are trained in culturally sensitive conciliation skills to help resolve conflicts among their peers in a structured, neutral panel format. The program was started in 1985 at Fremont High School, selected because its culturally diverse population most resembles that of the larger Oakland community. The effective program began to receive referrals from students, teachers, administrators, and psychological and health service personnel. It has been in operation at Fremont High School for four years, at Castlemont High School for two years, and recently started at Oakland Technical High School.

The Student Panels Project began against a backdrop of increasing violence among students of all age groups in local schools. As a first step, CFO and supportive community members met with the local school administration, who supported the peer conflict-resolution idea wholeheartedly. CFO already had a successful record of helping to resolve adult conflicts in Oakland neighborhoods using the peer panel approach.

The overall goal of the CFO schools program is to teach students alternative ways of resolving conflicts through discussion and conciliation rather than verbal abuse and violence. Millie Cleveland, who is the schools coordinator for CFO, gives a first-person account of the program beginning on page 66.

GREEN CIRCLE PROGRAM

National Conference of Christians and Jews
635 South Harvard Blvd., Suite 224
Santa Monica, CA 90003
(213) 458-2772
Contact: Pam Brady

The Green Circle Program is "a growing experience which helps children understand that differences in people are O.K." In classes led by trained facilitators, children explore their attitudes toward and experiences with inclusion and exclusion. They are guided through alternative problem-solving methods, models for understanding feelings and attitudes, and activities to enhance self-esteem. The centerpiece of the technique is a flannelboard demonstration of a circle—the child's "world of caring"—that grows to include more and more concepts: self, family, community, nation and world. This simple model leads to discussions of inclusion and exclusion as figures representing religions, ethnicities and handicaps are placed in—and out—of the circle.

Sponsored by the National Conference of Christians and Jews (NCCJ), the Green Circle idea was pioneered in the 1950s by a Quaker woman teaching children to recognize the prejudices that existed against the Quaker population in Philadelphia. In the ensuing years, the Green Circle approach has been used widely. Currently, several school districts, including Santa Monica, Rosemead, Arcadia, El Monte, Pasadena and Los Angeles, have requested training sessions for students, particularly for children who are feeling left out because they are from another country, are of a minority ethnic group in their school, or have divorced or low-income parents, according to trainer Pam Brady.

**IRVINE HIGH SCHOOL
INTERGROUP RELATIONS PROGRAM**

4321 Walnut Ave.
Irvine, CA 92714
(714) 552-4211

Contact: Bruce Baron, Former Counselor
Irvine High School
Current Principal,
Los Naranjos Elementary School
Number 1 Smoketree Lane
Irvine, CA 92714
(714) 552-5171

The intergroup relations program at Irvine High School is regarded as highly successful by both students and staff. It was developed by former Irvine counselor Bruce Baron, now principal of Los Naranjos elementary school in Irvine. The centerpiece of the high school program is an interethnic Advisory Forum made up of students, parents, staff and community members. This forum not only identifies and seeks solutions to conflicts within the school, but organizes school activities and classroom presentations on interethnic issues: dialogue among students about prejudice, issues facing immigrant students, and tension between groups at school. Videotapes of these discussions became tools for a curriculum presented by seniors to the rest of the school. Both the videotapes and the curriculum (in a loose-leaf format) are available for purchase by other districts.

Baron conducts workshops on a limited basis for teachers and administrators. His down-to-earth account of how to set up a multicultural program to improve interethnic relations on a school campus appears beginning on page 62 of *BRIDGES*.

**One of the things
New Bridges taught
me was how to be
an ally to others.
Now I find myself
intervening when I
hear people say
racist or
homophobic
remarks.**

Katya Velandó

NEW BRIDGES

Center for Human Development
391 Taylor Blvd., Suite 120
Pleasant Hill, CA 94523
(415) 687-8844
Contact: Harrison Sims

A group of young people stand against one wall of a room. The facilitator asks all the people of color to move to the opposite side and face the others. For a few minutes, in silence, the whole group is asked to become aware of what they feel facing each other in this context; what they feel about the people on their own side of the room and on the other. The facilitator then asks all the females to move to one side of the room, and the males to the other. Then Jews are asked to separate themselves and face the others. Then people who have been called "fat," people whose parents did not finish high school, people with physical disabilities. Within about 15 minutes, a litany of classifications that describe people are used to divide the group.

The activity is not designed to alienate the young people from one another, but rather to help them learn, first, how they feel about being in a group that is societally "targeted" by prejudice and oppression; and then, how they feel when they are on the "non-target" or "non-oppressed" side of the room. The exercise helps students understand the necessity for listening and empathy skills they will be taught later in the workshop.

The New Bridges Program of the Center for Human Development in Lafayette works to help students understand the sources of racism, sexism, xenophobia, classism and homophobia in society, and how these forces prevent the building of alliances and "bridges" between people from diverse backgrounds. New Bridges was founded in 1985 with the goal of developing strategies to break through those divisions.

Says Isoke Femi, one of New Bridges' facilitators, "The basic belief is that any form of oppression that is allowed to exist connects with all the others, ultimately. The assumption is, of course, that oppression is learned. We're about teaching young people (and ourselves) —again and again and again—about the nature of those oppressions, and re-deciding to unlearn it. What do we mean by oppression? It is the systematic mistreatment of people based on some set of arbitrary standards. It's systematized. It's institutionalized. It's very different from one-on-one relationships where somebody hurts another person. We're talking about the kind of oppression that gets sanctioned, that becomes ingrained, that follows from misinformation people have about others—misinformation that becomes the justification for the mistreatment. What we want to do is to help students to see that each of us has been trained to be on the side of the oppressor, and on the side of the target or victim of oppression. We've been trained thoroughly in both capacities. But we can decide to take responsibility for unlearning that training."

Every summer, New Bridges runs seven-day intensive summer camps for approximately 100 high school students recruited from Bay Area counties. They spend their time in workshops and activities (like the one described above) discussing oppression and their experiences with oppression, listening carefully to each other, forging new ways of communicating, and developing friendships across the lines that generally separate people.

"I never realized how ashamed I was of being Latino," says Katya Velandó, 17, of Merritt College, who immigrated to the United States when she was six. "I hung around white people because I didn't want to be seen with other Latinos. New Bridges helped me realize there was a way to change my own racism about myself. It also taught me about how to be



*Birney School in Fresno.
Photo by Robert Scott ©
Radio Bilingüe.*

an ally to others. Now I find myself intervening when I hear people say racist or homophobic remarks. I am still growing from New Bridges."

Says Femi, "Children start learning their roles so early that by the time they are even in kindergarten, they have already been trained to be targets of oppression and to be oppressors. It's like smog in the air, and we all breathe the polluted air. We all ingest it, and get trained in thinking badly about ourselves and others. The crime is not that we carry this misinformation about others or about ourselves. We had no power over getting it; we had no control over getting it. So there is no crime, no sin, no shame, no blame about having that misinformation. But we do have to consciously unlearn it."

While the summer camps are open to any interested students, the program makes a deliberate effort to ensure diversity in the camp population. Recognizing also the importance for young people of having close relationships with others who share their concerns and values, the program attempts to select several campers from a single school so that they might continue their support for one other when they return to their school campuses in the fall semester.

The cost of attending the summer camp has been about \$200 per student. In addition to the camp, New Bridges facilitators are available to provide workshops for school groups and for adult groups, including businesses. The cost of these, depending on length of the workshop, runs from \$800 to \$1,000.

PAIRED CLASSES

Lincoln Unified School District

Lincoln High School

6844 Alexandria Place

Stockton, CA 95207

(209) 473-5539

Contacts: Chris Morgan, Resource Teacher

Jane Burhoe, Counselor

In an attempt to encourage more mixing of immigrant and non-immigrant youngsters, Lincoln High School in north Stockton began experimenting in 1989 with "paired English classes," which bring together two high-level ESL classes with two regular English classes once a month. Some 120 students and "two open-minded teachers" participated in the program, with class sizes balancing out to about 30 each in four periods.

The program began with a week of ice-breakers, including the students interviewing one another and a pizza party. Then the classes came together once a month and, using coopera-

*Birney School in Fresno.
Photo by Robert Scott ©
Radio Bilingüe.*



tive learning exercises, began to learn about each other's lives. Activities included reading and analyzing poetry, making charts depicting the ups and downs of their lives, and bringing in objects that had personal meaning to share with the rest of the class.

"At first it was very strained," recalls counselor Jane Burhoe. "The students were so used to their little cliquy groups. The Americans were most verbal in cooperative learning groups. But by mid-year, the ESL kids were interacting. For the first time, they were sharing."

One class presentation was a slide show about the Cambodian community in Stockton, where they live, how they celebrate special occasions such as weddings, etc. Cambodian students spoke about why their families were in the United States. "These kids didn't live through the Vietnam era, and we assume that American kids know more than they do," says Burhoe.

The teenagers in the paired classes were surveyed at the beginning of the program to discern their openness and exposure to other people. At the end of the year, students evaluated the program. "One white kid said he thought the program was really stupid when he started, but that now he was really glad we had done it, and that he had never known what the Asian kids had been through," says Burhoe. And a newcomer youth wrote, "I'm not afraid to talk to Americans anymore; they understand me."

THE PEACE CLUB

Agape Fellowship
801 East Edgewood Road
Los Angeles, CA 90026
(213) 482-4336
Contact: Arlene Matsuo, Program Director

The hopeful song on the opposite page was written by Latino and Southeast Asian third-through sixth-graders who are members of the Peace Club, an after-school program for children in this age group in the Echo Park/Chinatown area of Los Angeles. The Peace Club meets from 2:45 to 4 every Tuesday and Thursday as well as every other Friday at the facilities of the Agape Fellowship, a nonprofit Christian service organization that aims to build community in the inner city. Through cooperative learning, music, mural-making, skits and community activities, the club aims to help the children with personal development, relationships with others, and relationships with their community and world.

Most of the 15-20 children in the program come from Placentia Elementary School three

blocks away from the Agape Fellowship. Units focus on sexism, classism, racism, and ageism through games and role playing. Program Director Arlene Matsuo says that through these exercises the children explore stereotypes they have learned. "It came out that there was a stereotype that Mexicans are lazy. And I'll hear, 'All Chinese know Kung Fu,' so then I have them look at these little girls in the class and say, 'Do you think they know Kung Fu?'"

The conflict-resolution activities include learning to listen, sharing feelings and compromising. "It surprises them to know that if someone bothers them or hits them, there's something they can do besides hit back," says Matsuo.

The Peace Club literature states: "Peace Club members learn what it means to make peace in their daily lives, at school and at home. They have learned the connections between the gang violence surrounding them and the violence and dehumanization perpetrated by war toys and Garbage Pail Kid cards. They have taken individual and group action against violence, and have created their own positive alternatives (e.g., Peace Kid cards). They have also learned what it means to make peace in the broader context of systems of inequality and nuclear arms, and are learning to be advocates for change through letter-writing and speaking before the Board of Education. Members are also given the privilege to serve their community through service projects such as neighborhood street clean-up, graffiti wipe-out at their local elementary school, and cleaning toys and playing with preschoolers at a neighborhood day-care center."

Matsuo says the Los Angeles Unified School District is working with the Agape fellowship to experiment with setting up Peace Club-style groups in the district through homes, after-school clubs, and other classes.

RACE/HUMAN RELATIONS PROGRAM FOR STAFF

San Diego City Unified School District
4100 Normal St.
San Diego, CA 93103
(619) 293-8300
Contact: Francine Williams, Director

A little more than 20 years ago, a complaint was filed against the San Diego City schools alleging that they were segregated and that the Equal Protection Clause of both the state and federal constitutions had been violated. It was ten years later, in 1977, that the case (*Carlin v. Board of Education*) went to trial and the court ordered the district to develop a plan to integrate 23 schools found to be "minority isolated." Every year since then, the San Diego Plan for Racial Integration has been evolving. In 1982, it became apparent that various schools' understanding of the court mandate varied widely and that the plan had been implemented unevenly throughout the district. Thus, the court ordered the district to "centrally produce a complete Race/Human Relations Program insofar as it relates to the indoctrination of teachers and other employees." The court cited an "absolute necessity to train staff and students to understand and be able to verbalize the reasons for desegregation, recognize racial problems and to teach and learn ways of resolving them."

In adherence to the order, San Diego produced a now well-respected Race/Human Relations Program with the goal of promoting acceptance and positive attitudes toward human diversity—racial, cultural, linguistic, physical and educational. The program was most recently revised in 1988 to ensure strong central initiative and support at the district level. The philosophy: American culture will remain diverse and require a system of complex and diverse schools; school staffs are also diverse and complex; and schools must have enough

*We are the Peace Club members
We are kids for Peace.
We love each other, we are
friends,
We are learning to share*

*PEACE FOR ME
PEACE FOR YOU
PEACE FOR EVERYONE*

*Some people like to fight and make
war
hurt each other, put down.
In Peace Club we are learning
peace
Serving our neighborhood.*

*PEACE FOR ME
PEACE FOR YOU
PEACE FOR EVERYONE*

*We like to learn to cooperate,
and to compromise.
Helping each other, growing as
friends,
the Peace Club is fun, fun fun!*

*PEACE FOR ME
PEACE FOR YOU
PEACE FOR EVERYONE!!!!*

All persons in a school—students and staff including management, certificated, classified and contract personnel—are mandated to be included in the Race/Human Relations efforts.

influence and autonomy to tailor their programs in ways that serve their particular student populations and communities.

All persons in a school—students and staff including management, certificated, classified and contract personnel—are mandated to be included in the Race/Human Relations efforts. The district is committed to providing the necessary framework and resources for the success of the program. It is up to individual schools or divisions to identify the most essential race/human relations needs they face, and to devise and carry out plans to meet those needs. They work with “concept clusters”—six in all, of which each site and division must address at least one every year:

■ *Equity, Interactional Skills in a Culturally Diverse Society:* This cluster promotes equitable access to educational, extracurricular, leadership and professional opportunities for both staff and students. Activities at the school/division level may include, for example, analyzing materials for race/sex fairness, integrating LEP students or special education students into the regular classroom, or seeing to it that representation and recruitment in campus leadership groups are fair.

■ *Climate/Team Building* focuses on the processes that enhance the race/human relations climate at a site. It promotes effective management techniques for creating a respectful environment.

■ *Awareness/Respect for Cultural Diversity* encourages individuals to examine their own ethnic identities, as well as the characteristics, contributions and contemporary issues of different groups. This cluster might include studying/teaching the history and current concerns of ethnic groups and the dynamics of stereotyping and discrimination.

■ *Interactional Skills for a Culturally Diverse Society* addresses the skills and background necessary for individuals to interact successfully in a culturally diverse society. Activities might focus on managing conflict, classroom dialogues, and, again, teaching students about the dynamics of prejudice.

■ *Instructional Issues* seeks to provide teachers with the skills and knowledge to instruct their students equitably. This might include equalizing teacher-to-student interactions, using cooperative learning, and accounting for students’ varying learning styles with flexible teaching styles.

■ *Home/School/Community* is designed to strengthen connections among these groups. Working with this cluster, a site might look at home/school communication patterns, address the way the school is perceived in the community, develop parent/community volunteer or involvement programs, or design parent training and support.

A facilitator works with each school site and division to identify particular needs and problems, and to choose the clusters that will be the basis for the year’s program. The facilitator also serves as a resource teacher and materials developer for the site, including bringing in consultants as needed.

Because of its inclusive nature, and because of the provision of strong support, facilitation and resources by the district, the San Diego Race/Human Relations Program has become an important model. And partly because it is court-mandated, it has been closely documented and evaluated. Other districts are encouraged to contact the program for more details.

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
EDUCATION FOR CULTURAL INCLUSION**

1619 N Street

Sacramento, CA 95814

(916) 553-4028

Contact: Loraine O. Brown, Multicultural Education Coordinator

As part of its strategic plan adopted in October 1988, the Sacramento City schools set into motion a program called "Education for Cultural Inclusion" (ECI) which, like the San Diego Race/Human Relations plan on the previous page, calls for the involvement of school personnel at every level to create culturally inclusive school environments for the students. And like San Diego, the Sacramento plan involves extensive inservice training and support for individual school sites so that they may begin the process of transforming their social structures to meet the criteria of ECI. Community and parental involvement are stressed as well. "Educators and parents must evaluate their own attitudes and behaviors if they are to be accountable to the students," explains Loraine O. Brown, multicultural coordinator for the district.

The goals of the program are as follows:

■ *Human Dignity*: To enable staff and students to understand and value human uniqueness, including the concepts of self-identity and self-esteem, and to promote appreciation of each person's cultural, ethnic and religious heritage.

■ *Democratic Citizenry*: To educate students to become active citizens who understand and are committed to the values and importance of democracy in a multicultural society and a multinational world.

*Birney School in Fresno.
Photo by Robert Scott ©
Radio Bilingüe.*



■ *Collaboration/Communication*: To provide students and staff with the knowledge, strategies, attitudes and skills necessary to establish effective social and personal relationships and to build a positive classroom and school environment conducive to collaborative problem-solving and discussion of broad social issues.

■ *Cultural Pluralism*: To learn the significance of the many elements of culture and to value highly an American society based upon the unique expressions and contributions of diverse ethnic and cultural groups.

■ *Prejudice/Discrimination Awareness and Reduction*: To empower students to participate in a multicultural/multinational world by increasing their awareness of prejudice and discrimination in its many forms, and expanding opportunities for students to interact positively with other students, parents, adults, and members of the community.

Brown explains that one philosophy behind the planning of ECI was that equal education goes beyond offering a few ethnic studies courses. "The Sacramento District has developed many ethnic studies materials over the years, but they now are trying to be more holistic and far-reaching. For example, there are far more than the 'three shared facets among cultures'—food, dress, shelter—usually taught in schools, but some 20 facets that cross over and help us to understand our common needs and values." This will be addressed in the Cultural Pluralism facet of the program. "Democratic citizenry was launched from the new social studies/history framework (see page 72)," says Brown. "We want to increase understanding that everyone of *all* ethnic groups is a citizen—many groups do not feel this belonging and the power that comes with it." By offering students the kind of learning environment envisioned with ECI, Brown explains, they will have greatly increased chances for academic as well as social success.

See also:

Homeland Histories/Our Lives, page 75

Insight, page 77

Interdistrict Cultural Exchange Program, San Francisco Newcomer High School, page 25

New Faces of Liberty, page 80

Pacific Oaks Anti-Bias Curriculum, page 81

Project New Americans, page 130

Creating a Multicultural Program to Improve Interethnic Relations at School

By Bruce Baron

WHILE working as a counselor at Irvine High School, Bruce Barons initiated an intergroup relations program which students and staff regard as very beneficial to the social environment of the school (see page 54). The program allows individuals to talk candidly about their discomfort with difference. Baron says, "There are a lot of multicultural programs that achieve the opposite result of what was intended because they start by telling people that they should like people who are different from them, and people aren't really like that. If you've worked in the schools very long, you'll see that kids don't like people who are different, and if they don't find people like themselves, they end up trying to act like other people. Adults, too. If some inservice presenter comes in there saying that if they don't like people who they naturally feel uncomfortable around, there's something wrong with them, then they're going to decide, 'Gee, I guess I'm not on the same wavelength as this presenter, I guess I'm a bigot.' After that you'll never reach that person." Baron, now principal of Los Naranjos Elementary School in Irvine, describes here how other schools may improve intergroup relations by forming interethnic advisory forums of students, staff and parents.

EVERY school, like every community, has its own unique culture. The interpersonal and intergroup dynamics that exist in one setting may be quite different from those found at another school just five miles away. This review of policies and procedures for creating a viable multicultural program to improve interethnic relations is drawn heavily from my own experience at Irvine High School, located in an upper-middle-class community of southern Orange County. Fortunately, I have also had the opportunity to work with educators from school districts throughout the Southland at the endeavor of improving interethnic relations, and I have been able to supplement my experiences with theirs. My hope is that those who read these ideas for a program understand that I present them as no more than what they are—procedures that I have found useful, that are worth consideration, but may or may not be appropriate to the reader's own particular circumstances.

Stress interferes with a student's ability to learn, and to the degree that intragroup and intergroup tensions exist, learning at your school is impeded.

Establishing the Need for a Program: Confronting Denial

On many school campuses, there will be key staff members who will deny that significant misunderstandings or tensions exist between different ethnic groups. This denial must be addressed if the school is to fulfill its function of educating students for a world of increasing global interdependence. It is well-established that stress interferes with a student's ability to learn, and to the degree that intragroup and intergroup tensions exist, learning at your school is impeded.

Suggestions for Substantiating the Need:

- Tabulate student enrollment at your school by ethnicity. Compare these percentages with ethnic participation in a variety of school activities.
- Conduct formal interviews with members of different ethnic groups, including white students. Ask these students to rate the comfort level between ethnic groups at their school on a scale of 1 to 10, and ask each why he or she didn't rate the school lower or higher.

■ Survey the staff. Determine how many of them notice that students seat themselves in class by ethnicity; ask if they feel they receive enough help with Limited English Proficient students who have been "mainstreamed" into their classrooms; find out how comfortable they are dealing with overtly hostile or racist comments made in class and around campus.

Make it the school's program:

From the beginning, the Multicultural Program should be the school's program, not the initiating staff person's program. Insist that coordinating the multicultural program be a paid position—either by an adjunct duty stipend or by release time. Remember, if the school won't pay for the program, it ultimately won't support the program. If you coordinate this program on your own "free time," it will be thought of as "your program," and it will eventually be marginalized to the point of ineffectiveness.

Funding

I received funding for my program through S.I.P. (School Improvement Program) funds. Your first choice should be funding from the general budget. (Even one period a day of release time—the most time a coordinator would need—is just a fraction of a school's general budget.) Contact your district office about the variety of mini-grants that are available.

Basic Organizational Structure

The program must be student-centered, not teacher-centered. At the center of most viable programs is an official advisory committee. The majority of the advisory committee members should be students. In addition, it should include interested faculty, counselors, the principal, parents and community members. The advisory committee should determine what needs the program should address, why the needs exist, and what activities could be undertaken to address these needs.

Recruitment of Advisory Committee Members

■ Recruit students who will give your program credibility, status and recognition with a large and varied cross-section of the student body. Remember that your ultimate goal is to establish a positive climate among ethnic groups—and be realistic enough to know what kind of student group you are going to need to have clout on campus. A program that relies on volunteers alone will many times be dominated by students who are not representative of the student body as a whole.

■ Pay attention to enlisting a cross-section of students from the ethnic groups on campus. (For example, with Chinese students, you would want native-born Chinese-American students as well as recent Chinese immigrants to be on your advisory council if both these groups are represented on campus.) Also pay attention to the economic spectrum that may be represented on your campus. Failure to account for these factors may lead to a program that can be very divisive. If certain ethnic groups are underrepresented in your program, make personal requests to individual students to help fill this void.

■ Ask coaches of athletic teams and pep squads as well as faculty advisors of school clubs to recommend names of students to you, and ask their assistance in recruitment. This will

clarify whether faculty members are going to help you or resist you. You'll probably find more outward support than you expect, and this process helps to build a sense of ownership among your entire staff.

Organizing the Program's Advisory Committee

- Meet in the evening, when you will be able to draw the largest number of participants together without schedule conflicts. Evening meetings also give your program special status among students—and separate the multicultural program from other school "clubs."
- Be sure your principal attends meetings. This will provide tremendous credibility to your program and encourage your principal to become the program's leading advocate on campus.
- Each meeting should have a clear agenda, with stated outcomes in mind. People tire very quickly of spinning their wheels. It's one thing to identify problems, quite another to say, "By the end of this meeting we will produce three suggested activities for addressing this issue."
- Your first and second meetings should be devoted to identifying positive and negative aspects of your campus environment.
- After identifying and narrowing down concerns so they may reasonably be addressed, entire meetings can focus on identifying the underlying causes of a problem. For example, if your advisory forum identifies separatism on campus during lunchtime as a problem, then spend an entire meeting having students talk in small groups, explaining to each other why they eat lunch with one group over another, and how this pattern began.
- After your group has reached some form of consensus about what the issues are and the underlying dynamics of particular problems, the program must then consider how to conduct an outreach program to involve the rest of the school.

Role models who exemplify cooperation and friendliness will begin to become more common around campus.

The Ripple Effect of Advisory Meetings

An effective multicultural program works from the ground up. Change in campus environment comes from students who are active and assertive. Most students will never have had the opportunity to discuss the issues you will consider in your advisory meetings. As understanding, acceptance, and responsiveness grow, links between groups will be established at your meetings—links which will endure after your meetings are over. Role models who exemplify cooperation and friendliness will begin to become more common around campus. These students will touch other students, and slowly but surely, different criteria for acceptable behavior and thinking about others will take hold among your students.

Student Presentations on Campus

The area into which I put the most time and energy is arranging presentations by student advisory forum members to classes on campus. During your advisory meetings, students may pinpoint issues they feel need to be addressed. We have done presentations on the separatism of ethnic groups on campus, attitudes towards hearing a language other than English spoken on campus, how to confront racism, why ethnic clubs exist at our school, etc.

When your advisory council has determined what issue it wants to address, select a group of four to six students who are willing to work out a presentation. The group should be ethnically mixed, and the students should be at least as old as the students they are going to be presenting to.

It is important to determine the classes to which you want to present. We regularly present to World Cultures, U.S. History, American Literature and British Literature classes, as well as to all freshman homeroom groups. If your presentation is somewhat tailored to fit the needs of the class you are addressing, you will most certainly be welcomed by instructors.

About four years ago, we decided to begin each presentation with a self-produced videotape that highlights the issue that's going to be discussed. We have found these videotapes relatively easy to make and edit, and without exception the tapes have been wonderful catalysts for classroom discussion.

A word of caution: It takes a long time to coach students on how to do these presentations well. Take your time. Most importantly, be sure that your students never come off as "preachy" or "holier-than-thou." Do not address issues in terms of "good guys and bad guys" but in terms of "us" and "we"—and do so in a relaxed, enjoyable, and interesting manner.

A Final Thought

Establishing a multicultural program takes time. Moving too quickly causes one to make assumptions that shouldn't be made. Working through an advisory forum and slowly gaining the support of staff members ensures the solid foundation that a viable program needs to endure. It is worth the effort.

Respect for Perspective: Students Resolve Their Conflicts

By Millie Cleveland

MILLIE CLEVELAND directs a conflict-resolution program for students in three Oakland high schools through the Conciliation Forums of Oakland (see page 53). She is also helping to develop a mediation program in East Palo Alto that is part of a court-mandated desegregation plan there. Cleveland has years of experience as a union organizer and activist in a range of community and low-income concerns in Oakland. At the May 17, 1989, ACTION THAT COUNTS conference, Cleveland discussed conflict-mediation efforts in the Oakland high schools and gave her perspective on culturally sensitive conflict-resolution and reduction techniques.

CONCILIATION FORUMS of Oakland originated to do conflict resolution in the neighborhoods. Oakland is very culturally diversified. We identified schools which were so integrated that they were experiencing lots of conflicts—lots of incidents of harassment, a lot of cruelty between students. We began to explore the idea of bringing our conflict-resolution program into the schools.

The way the conflict-resolution program runs is that people are trained to run mediation sessions for other people that are in dispute. One of the important things that comes about in mediation is that you get people together to express how they feel about a conflict—how they perceive it, what are they looking at, what is the specific behavior that is annoying them? We trained students to run mediation sessions for each other, and they learned very quickly.

I was sent into the school to find 15 to 30 kids to take the training, and 225 signed up. Consistently, this program has had the problem of figuring out how to include all of the people that want to be a part of it; it drives me nuts, but I would rather have my evaluations say, "I had to leave 180 out" every year rather than "I couldn't find the 30 that I was looking for." When we did presentations in the school, I asked the kids, "Well, do you guys think it will work? What's up?" They thought it was a great idea. It was just common sense that students should mediate other students' conflicts, and they were just waiting for somebody to come along and organize it. They didn't have to be convinced; it was just the logical conclusion and it seemed obvious to them that the administration is unprepared to understand what goes on in students' minds. Everybody knew that. So, "What's the big idea; let's get started" was the attitude.

When we talk about cultural sensitivity in the context of conflicts in the school, I must talk about the fact that we have a lot of conflicts that involve Black students. They are mainly the aggressors; the people that are doing the harassment. Because we work with immigrant students, we have to understand why these things happen, so that we just don't put the Black kids out of the circle, so to speak. If you can understand the rage felt by a refugee girl from Guatemala about injustice and oppression then you must also understand the rage that exists in many generations of Black people in the United States. That's why these Black teenagers are bouncing off the walls, totally insensitive to life of any kind, because we as Black people have gone through centuries of oppression. Centuries of being invalidated. Centuries of society saying to us, "Something is wrong with you, because you don't talk white, you don't look white, you don't act white, you don't walk white—

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rage felt by a refugee girl
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then you must also
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of Black people in the
United States.*

What the kids look for is somebody to validate the fact that they have their own cultural perspective on things.

something is wrong with you.” And that’s why Black kids are *mad*, they are *enraged*. When they interact with other students who have a culture, who are still able to have a culture, they subconsciously cannot stand it. It is annoying to them that a student can speak in Spanish and they not understand. Because *we* can’t speak in Swahili and exclude people. When the teacher comes around, we can’t slide into a Nigerian dialect, and keep our conversation to ourselves. We don’t know where we come from, we don’t know our history. It’s not taught to us, and everything that comes across in the United States is that, “If you’re Black, something’s wrong with you; you’re bad, you’re inferior, you have no future, and we don’t want you here.” It is the same message that immigrant children get, but immigrant kids still have a culture. So when Black kids are around kids who do have a culture, subconsciously they become enraged. They can’t stand it, because it’s exactly what they don’t have.

That’s mainly why Black kids tend to be the aggressors—because they do not feel comfortable with their blackness. Soon after I started this job, I was fired. The chairperson of the board told me that I would never be able to function with immigrant students because I was too pro-Black. That was an interesting criticism because, as a Black woman I knew I wasn’t anti-Black, and I surely wasn’t neutral, and I said to myself, “Yeah, I am pro-Black.” But there is a view in America that if you’re pro-something, then you have to be against something else. I do love being Black. I have Malcolm X on my wall at home. I have African leaders at home. My kids can tell you about South Africa. They can tell you about Marcus Garvey. And they didn’t get an ounce of it from the public schools. So, yeah, I am pro-Black. But the chairperson felt that being pro-Black was anti-something else. It is not. In fact, it has helped me work with the Cambodian, Laotian, and Guatemalan children at my school, because although they know I know very little about Cambodia, the kids know that I understand that everybody has a culture. I talk and act in those terms: “I know you are Cambodian; that you have your own values; you have your own assumptions; you have your own languages—I know none of it, but I know you have it. And if I’m going to work with you, I have to respect your roots and what you represent.” The immigrant students would even come into my office—knowing that I speak only English—with their own translators, to talk about problems they were having, because I knew there was a Cambodian side. I knew there was a Puerto Rican side, and I was willing to understand that; that was always my starting point. What they look for is somebody to validate the fact that they have their own cultural perspective on things.

Now I want to give an example of how the conflict-resolution program works, and how different cultures can come into conflict. There was a young lady at Fremont named Mao, from Cambodia, who was in conflict with a Black girl named Deisha. Deisha had a lot of social problems; she was a typical Black child who grew up feeling that she was not okay—very dark skin, very tall, short hair. Given the way America looks at beauty, she did not see herself as being beautiful. Mao is very pretty, with very long, straight hair. Deisha attempted to make friends with Mao, but from that starting point, the cultures were so different that everything Deisha did was disrespectful to Mao, and Mao’s response was disrespectful to Deisha. It escalated and escalated. Basically, Deisha was trying to make friends with Mao, so she confronted her one day and said, “Hey, what are you doing?” and got all up in her face, and Mao put her head down real quick. Deisha represented “the more rowdy girls” who Mao did not respect as a group. To make a long story short, Deisha kept trying to get a response from Mao; Mao did not respond to her because she felt her approach was disre-

spectful. Deisha could not stand the lack of response because like most Black kids, she cannot stand any kind of invalidation. We cannot *stand* it; that's what we get all day long. There are fights that start in the schools because someone said hello and the other person didn't answer. That is an everyday fight: "What's wrong with you, you can't speak to me? Did I sleep with you last night?" That is the type of comment that we hear.

At some point, Deisha chose to provoke some sort of response from Mao, and Mao, who felt that Deisha was disrespectful, sought to invalidate her. She treated Deisha like an inanimate object. She just refused to acknowledge her, which was her way of showing disrespect back. These cultural approaches just clash: one has a real need for validation and expresses it in an aggressive way which conflicts with somebody else's need to invalidate what she thought was disrespectful. At some point, Deisha actually hit Mao to get some sort of response out of her. That's when we had a mediation session. That's a very common, everyday circumstance at the school.

The mediation session involved two Black females and two Southeast Asians; one was Vietnamese and one was from Laos. The first step was to have Deisha and Mao talk about how they saw things, describe the specific behavior that was annoying to each of them and how it made them feel. Deisha began to understand where Mao was coming from. One of the things that annoyed Deisha the most was that Mao hung out with her own kind and would never associate with any of the Blacks, so Deisha decided that Mao was a racist. Now the reality is, there is a part of Mao that was a racist, because all she knew about Black people was from the news media. And she told me many times, "I don't like being around Blacks, because they steal, they lie, they talk too much, and they're loud." Now that is a perception that she has that is objectively true—in many circumstances there's a reason for those behaviors—but she's not crazy to have some perception of that.

At some point the Black mediator said to Deisha, "Look, if you went to Cambodia and there weren't that many Blacks around, who do you think you'd end up being friends with? What if I was over there, but you didn't know me?" Deisha said, "I would end up hanging with you." "Why?" "Because you're Black." "Why?" "Well, because we come from the same type of thing." "But I didn't know you in the United States." "It doesn't matter, we're still Black. We would be able to talk about things; at least I'd be able to share your music, because I know you'll have some tapes." That's what Deisha said. And we said, "Well, how do you know she'd have some tapes?" "Because Black people like music." True. "Okay, why would you go over to her house?" "Because I know I could get some real food over there." "What's real food?" "You know, some pork chops, some rice, some gravy, some greens, some yams—" "Well, how do you know that?" "Because she's Black." "Well, what are you saying?" "Oh." So Deisha began to identify that she herself had a culture. "And why would you hang with Cheryl (the mediator)?" "Because at least I could speak English." So Deisha began to identify the fact that she herself felt more comfortable around her people, which is not a bad thing.

Everybody has a culture, and the mediation sessions allow people to talk in their own terms: "From my point of view, this is how I see the situation. This is how it makes me feel." The other person does not have to agree with the conclusion to understand that the other person did not see the same situation in the same way. It's like a traffic accident with witnesses on different corners. The cop takes down different versions of the accident. It depends on what corner you're standing on.

One of the things that annoyed Deisha the most was that Mao hung out with her own kind and would never associate with any of the Blacks

We've even run panels in which, to be quite honest, I don't know what happened or what the agreement was, because it was all in a different language. But that's okay. It's run by students and it works for them.

So that's what happens in the mediation session. To be honest, the schools don't have as many interracial conflicts as conflicts that are internal to groups. That's very common with conflict. If you don't know somebody, it's less likely for you to get involved in a conflict. You don't feel betrayed; you don't have the same expectations toward someone that you don't know. If Pam and I are friends, and then she does something behind my back, or I find out that she said something negative that she never told me to my face, that's when I have feelings of betrayal. I've been stabbed in the back, I counted on her as a friend—all of those types of feelings get worked up. More of the fights are between people who were friends or were in some sort of group than across cultural boundaries.

The conflict-resolution program is used a lot by immigrant students—they need their own mediators, because the administrators don't know what's going on. A conflict between two Cambodians has a lot to do with what is appropriate for a Cambodian to do; it has to do with expectations about the Cambodian value system, not the American system. Somebody got let down based on their values, so it's very important to have those students as mediators, and it works very well. We've even run panels in which, to be quite honest, I don't know what happened or what the agreement was, because it was all in a different language. But that's okay. It's run by students and it works for them.

We are trying to empower students so that they can resolve their own conflicts. The disciplinary system in a high school does not work for them. When you get into a fight you get suspended. The disciplinary system does not deal with why kids dispute; it only places a judgment on how they sought to resolve that conflict. A lot of times, the person that threw the first blow is not necessarily the main person involved in a conflict. If I come up to you and call you a bitch or I call you a racial name or something like that and you slap me, I'm sure in a mediation session the students would know that the verbal abuse was the starting point for the conflict, rather than the slap. But according to the Oakland Public Schools' disciplinary procedure, the person that hit first would receive a much longer suspension than the person that called somebody a racial name. That's how it works.

Another advantage to the mediation sessions is that the students don't have to go through the disciplinary system to use the program. A lot of times kids who are fearful or victims of harassment don't want to be identified going into the principal's office. You're really going to get your butt beat if you're caught doing that. They can come to the conflict-resolution program and the administration doesn't know anything about it. In the first year, most of the conflicts were referred through the administration—the normal channels, the dean of students, whoever was receiving referrals. This year, after running the program for four years, about fifty percent of the conflicts are self-referred by students. They come in, they request mediation sessions. Aggressors come in. I get all kinds of notes in my box—"Set me up with a mediation session, Millie, cause I'm gonna really 'f' this broad up if she don't get outta my face in fifth period." Or they come from victims, "I don't want to get the other person mad at me, but I'm scared that they're going to hit me, and I don't know what I'm doing wrong." They come from guys that tell me, "Look, I'm on probation, I'm doing weekend time as it is, if I get suspended I'm going to end up being in juvenile hall for the whole week." We place no judgments on the type of conflict kids are involved in; we're not in the "make a buddy" business. I don't care if they become friends, only that they resolve the conflict.

The students work out very specific agreements. In five years we have never had a violation of an agreement. Those of you who work in schools know very well how one fight can lead to five. Brothers, cousins, boyfriends, partners—all those get in on it. If we can resolve it between the core group, then more than likely, all the outside people will stay out of it. The agreements are not forced, we simply say, "Okay, if this situation were to happen again, how do you think it could be handled?" They talk; we sum that up; we ask them if they're willing to agree to these terms. Some of the agreements are very simple. They usually have a lot to do with how communication should take place. We have agreements like, "Look, next time you have a problem with me, come and tell me. Don't tell everybody." Then we ask the other person, "How do you want to be told?" "Tell me by myself; don't try and front me off in front of my friends. Don't raise your voice, don't clown me in the auditorium." They work out specifics—balanced agreements, so that both people can live up to it. They tend to honor the agreements. The student mediators check back with the disputants in about two to three weeks to see if there have been any problems with violations. Every once in a while, maybe we have to redefine something—maybe it wasn't practical for somebody to live up to one of the aspects of the agreements, so we re-write that.

The suspension rate where we have our program has gone down. And I still make about \$50,000 less than the person in charge of school discipline at the Oakland Public Schools.



In the Classroom: Curricula and Student Projects

As the forces of immigration re-form California, a curriculum addressing cross-cultural understanding is essential. The new California State Framework for History and the Social Sciences, quoted below, calls for such a curriculum (copies of this, along with information about resources to aid in its implementation, can be obtained from the State Department of Education: (916) 445-1260):

"We want our children to recognize the multicultural character of American society and the existence and contributions of the many groups who comprise our society, to develop an awareness of how their lives will be affected by domestic and international politics, demographic shifts and the stress of social change, to learn that our national heritage is pluralistic and that our national history is the complex story of many peoples in one nation, of *e pluribus unum*."

Teachers in classrooms with immigrant children and a diverse native U.S.-born population have a distinct advantage in teaching these lessons, as well as a strong responsibility to do so. The curriculum units and approaches in this chapter have been devised primarily by teachers; some drew upon the experiences of the international children in their classrooms and turned these stories into primary source material for all students to learn about the forces of immigration and diversity. The curriculum units provide the opportunity for students to understand the larger world and societal forces that have shaped their lives, and help them see one another's experiences with respect. In some cases, they help students resolve tensions and problems among themselves. These programs attend to the right of all students to have their individual histories told. Also included are some examples of curricular efforts that draw upon the arts as forms of communication transcending language—particularly useful for working with groups facing language barriers.

Additionally, a bibliography of books and literature about immigration to use in the classroom followed by a list of commercially available curricular materials begins on page 134.

AND STILL IT MOVES 1989 CALENDAR

Galileo High School Creative Writing Project
1150 Francisco St.
San Francisco, CA 94106
(415) 771-3150
Contact: Judy Bebelaar and
Katherine Harer, co-editors

Each year since 1984, the creative writing classes at Galileo High School in San Francisco have produced a multicultural calendar, in conjunction with California Poets in the Schools. Browsing through the spirited, spiral-bound 1989 datebook, entitled *And Still it Moves*, one can learn the dates of historical events such as U.S. Hurricane Supplication Day; Kite Day in India; the death of Steven Biko in South Africa; Mexican Revolution Day; the Day of Quito in Ecuador; Burma Independence Day; Ancestors' Day in Haiti; Dragon Boat Festival Day in China and hundreds more, all researched by the students. It seems Lao Tzu and Chico Marx share the same lunar birth date, some 1900 years apart. The events and characters featured in the calendar are also described at the back of the calendar in a glossary, or "book of multicultural literacy," also written by the students.

The calendar was started by John Marron, a California Arts Council Artist-in-Residence at Galileo in 1984. Since then the San Francisco Education Fund, the California Arts Council and many others have supported the effort, allowing for quality reproduction. The

De Que Sirve

*De que sirve saber cocinar tortillas
si este mundo es de burgers*

*De que sirve saber cultivar maiz
si este mundo es de cocaine*

*De que sirve saber ordeñar una vaca
si este mundo es de super-markets*

*De que sirve saber cortar leña
si en este mundo se debe dar
batacos over the head*

*De que sirve ser humilde
se en este mundo se debe ser tough*

*Yo te puedo decir de que sirven
Te sirven para seguir adelante
Te ayudan para ser alguien mejor
Asi que no las olvides—camarada
Tampoco olvides que puedes ser
Alguien mejor*

What's the Use

*What's the use
of knowing how to cook tortillas
if this world is made of burgers*

*What's the use
of knowing how to grow corn
if this world is made of cocaine*

*What's the use
of knowing how to milk a cow
if this world is made of super-markets*

*What's the use
of knowing how to cut firewood
if in this world you have to hit people
with bats over the head*

*What's the use of being humble
if in this world you have to be tough*

*I can tell you what the use is
It helps you to get ahead
It helps you to become someone better
So don't forget them
And don't forget that you can be
Someone better*

Tito Perez Arana

*Above: Poem by high school
student for the And Still It
Moves 1989 datebook.*

*Facing page: Richard Shope
leads children in a MIME
Media exercise (see page 78).
Photo © Geoff Hartmann.*

Because of the project's meaning, students want to go to the library to learn about artists, historic events and holidays.

1989 editors were creative writing teacher Judy Bebelaar and Katharine Harer, poet-in-residence. As the calendar's introduction describes, "The process begins in the Creative Writing classes, which accept the responsibility of producing the calendar. Students there decide on the theme and format and oversee the updating of the calendar. Poets and other guests, many from the California Poets in the Schools, visit the class. English teachers are enlisted to help with the proofreading process and students feed the corrections into the computer, in the process learning about punctuation, capitalization, spelling, and complete sentences. English as a Second Language teachers help students write about their experiences. Art teachers plan lessons around the calendar theme. Many of the stories reveal great suffering, great courage."

The 1989 calendar theme was music—opening with an anonymous quote, "It is easier to understand a nation by listening to its music than by learning its language." Jazz musicians visited the school and many of the entries and illustrations in the calendar relate to music. Photography, drawings and poetry by the students decorate every page, some expressing remembrances of previous lives in other lands or the problems and joys of being a teenager.

As the introduction states, "*And Still it Moves* conveys a message students at Galileo identify with strongly: that people of many different backgrounds and cultures can work together, learning about themselves and others, developing pride and fostering understanding, in order to produce something both useful and beautiful. Because of the project's meaning, students *want* to go to the library to learn about artists, historic events and holidays, and they not only learn the necessary skills; they teach skills to one another."

COMING TO AMERICA

Bellflower High School
15301 S. McNab
Bellflower, CA 90706
(213) 920-1801
Contact: Lin Thompson, Drama Teacher

"Coming to America" was the recent theme of a series of vignettes performed by the drama class at Bellflower High School in Southern California. Teacher Lin Thompson had students write about their own immigrant roots and personal experiences, or interview another student about his or her roots, and then turn the stories into performances. Students also drew from publications about immigration experiences to write their scripts.

One girl wrote a monologue about her grandmother who had escaped from Czechoslovakia and feared any type of authority, especially the police. One day in Boston, the grandmother saw a dollar lying on the ground, which she wanted very badly because her family was starving. But there was a policeman nearby and the woman feared she would be arrested if she picked up the dollar. The woman put her foot on the dollar and stood on it for an hour before she felt sure the police were no longer anywhere nearby and felt brave enough to pick up the dollar to go buy some food.

In another vignette, a girl wrote about the marriage of her Korean mother and American father. Some students wrote about being "boat people" and losing loved ones.

Thompson says the plays not only gave the students an opportunity to delve into topics they might otherwise never learn about, but also got them to talk to fellow students they might never have paid much attention to. The production was presented to several other classes at the high school.



"My Parents Being Killed in Guatemala," by David Pacheco of Elyssian Heights Elementary School in Los Angeles. The painting was made in a class using the Forced Out curriculum.

FORCED OUT

Los Angeles Municipal Art Gallery
Education Department
Barnsdale Art Park
4804 Hollywood Blvd.
Los Angeles, CA 90027
(213) 485-4581

Contact: Alex Zaragoza, Multicultural Coordinator

Los Angeles Unified School District
Emergency Immigrant Assistance
Program

11301 Bellagio Rd.
Los Angeles, CA 90049
(213) 471-1303

Contact: Lila Silvern

"Forced Out" is a curriculum project for immigrant and refugee children utilizing visual arts activities to increase understanding of the struggles refugees have endured from the time of leaving their homelands to adapting to a new society. The curriculum was developed by the Los Angeles Municipal Art Gallery and the Los Angeles Unified School District Emergency Immigrant Education Assistance Project as an outgrowth of a monograph of contemporary photographs documenting the plight of refugees worldwide. In the book, *Forced Out: The Agony of the Refugee in Our Time* (see Bibliography, page 00), refugees tell their own stories of what happens when bonds to home, culture, family and religion are severed by violence, economic deprivation and risk of death. It shows life in refugee camps, life in transit, and waiting to return home. Finally, the book deals with the often-hysterical attitudes of nations receiving refugees and efforts to keep them out.

The five-week curriculum uses group discussion techniques to facilitate student expression of their fears, struggles and successes in the refugee and resettlement process; helps them develop language skills while illustrating their thoughts and feelings through visual art activities; and, for children unable to communicate verbally, utilizes slides from the photographic book to stimulate them to translate their emotions and thoughts into line, shape, texture and color.

Alex Zaragoza, multicultural coordinator for the gallery, helped develop the curriculum and presents it to students in the district. He also trains teachers to work with the project. The five lessons include: "Remembering the Homeland"; "Who Do I Miss?"; "Why Did I Have to Leave?—Human Rights"; "My First Impression of Los Angeles"; and "What Can I Do

A teacher in Watts is adapting the "Forced Out" curriculum to work with Black children.

in the Future?" The "Who Do I Miss?" lesson, for example, allows the students to talk about who they miss and what they've left behind. Zaragoza writes: "Most immigrants and refugees both have faced and are still facing deep separations within their family structure. This [lesson] can be a very rewarding and poignant time for the teacher, while the students can realize that within their new circle of friends, they are not alone." First the students in groups discuss memories of someone they left behind. Then they view portraits from the "Forced Out" book and discuss the expressions of the faces and what the characters in the photographs might be feeling. Then the "making" begins, as students practice drawing one another's faces and then illustrating the person they thought of with art materials. Zaragoza says, "My goal is to get art back into the classroom. I've walked into classrooms where the kids were working with pencils and this yellowish paper. These kids need tempera paint and brushes and nice paper." The curriculum has been so successful with students that the district plans to work more closely with Zaragoza to bring it to more classrooms. He says, "Art therapy has been around for awhile, but it hadn't been used with immigrant kids here. And since they didn't speak the language—you never found out anything about them. The teachers using the curriculum are very pleased. They've found a way to get into these kids." Additionally, "Forced Out" is expected to be adapted for use with severely handicapped children, and a teacher in Watts is adapting it to work with black children.

The curriculum, which includes a teacher's guide, slides and a bibliography, is available through the Teacher Resource Center at the Los Angeles Municipal Gallery. The resource center also provides a library of books and slides, an image file of poster prints and artwork, and an educators' file containing hundreds of informative articles on subjects ranging from teaching and touring techniques to various topics in art history.

HOMELAND HISTORIES

Francisco Middle School
2190 Powell St.
San Francisco, CA 94133
(416) 392-8214
Contact: Alice Lucas

OUR LIVES

Newcomer High School
2340 Jackson St.
San Francisco, CA 94115
(415) 565-9470
Contact: Myron Berkman

During the past few years, several teachers with large numbers of immigrants in their classrooms have realized that these children need a way to tell the stories of the homelands they left and their impressions of America.

"Homeland Histories" is a four-year-old classroom project featuring immigrant students' stories of their own homelands, initiated by Alice Lucas, a sixth-grade teacher at Francisco Middle School in San Francisco. For the past two years, with the support of a \$2,500 grant from the San Francisco Education Fund, Francisco sixth-graders have published a book of these stories and have found the project both gratifying and educational.

Lucas felt that sharing historical experiences would build respect between the students, who are called upon to get along despite tremendous cultural differences. She says, "I realized that we ask kids in this country to do what adults are very unwilling to do," namely, to break down cultural barriers through communication.

A section of the 1986 sixth-grade publication was entitled, "How I feel About People Who Are Different From Me." A boy from China wrote: "I feel scared sometimes with other people that are different from me because when they say something, I don't know what they are saying. Or when I invite them to dinner in my house they may hate the food we eat. They may think we dress silly because their clothes are different from ours."

The "Homeland Histories" project recognizes children's experiences and encourages them to see themselves as central to, rather than footnotes to, history. "As I got to know the kids, and they began to tell me about the things that they had been through, it just amazed me, and I felt that their stories were really important," says Lucas. She says many students were unaware of the reasons they immigrated. The project helped them understand why, and the students' personal encounters with history in turn became a point of entry for exploring geopolitical occurrences. Susan Weinberg, who is doing the project with her ESL students at Hoover Middle School in San Francisco, says "A lot of kids say they came to the U.S. because of war, but they don't know why that war existed."

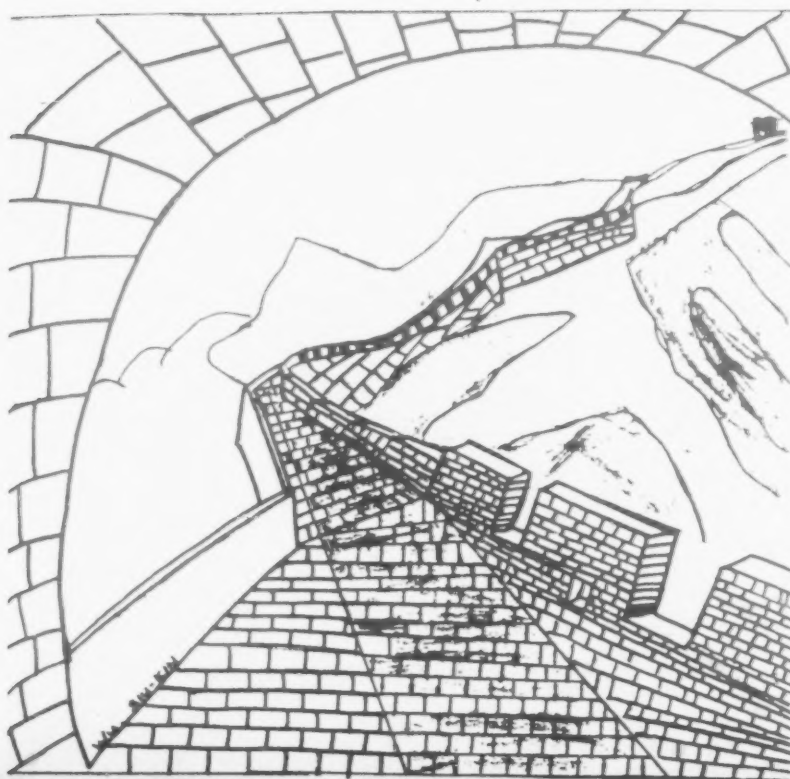
For students, working on "Homeland Histories" builds writing, expression and research skills. One year, to start the project, Lucas had students paint pictures of their homelands and then write about the paintings; another year, students interviewed one another, brought in pictures and scrapbooks, and consulted parents. Students edit each others' papers and in so doing, elicit more questions. Teachers get to know about their students in a deep, historical way, and the students know that they are important to building knowledge in the classroom.

The "Our Lives" project facilitated by teacher Myron Berkman at Newcomer High School in San Francisco is quite similar to "Homeland Histories." Students write autobiographies that are compiled and published in a book. In a unique cultural exchange, Berkman has students from the private University High School meet with Newcomer students to help them edit their writing. On both sides, says Berkman, students gain tremendous rewards: "University High students were amazed by the experiences of the immigrants, and our kids not only met Americans, but had a chance to learn to write better."

"Our Lives" was also funded by the San Francisco Education Fund but is now seeking alternate sources of funding. Both Berkman and Lucas say that the funds go almost entirely to costs of producing the books—typesetting, editing, and production.

A lot of kids say they came to the U.S. because of war, but they don't know why that war existed.

Susan Weinberg



*The Great Wall of China by
Wu Siu-Kin from Our Lives.
© Newcomer High School,
San Francisco.*

INSIGHT

314 Lobos Ct.
Point Richmond, CA 94801
(415) 236-7527 or (408) 476-0184
Contact: David Gilbert, Director

Hmong boys from the mountains of Laos in a Thai refugee camp. This photo was taken by David Gilbert who gives audiovisual presentations and cultural sensitivity workshops about immigrants and refugees to students and teachers. Photo © David Gilbert.

Videographer and photographer David Gilbert produces videos and slide shows, primarily about Southeast Asian refugees. They are suitable for teaching students in the classroom and for training teachers in cultural sensitivity. Gilbert makes presentations of the materials around the state, and his shows are also available for teachers to buy and use themselves. His latest video depicts the historical experience of Southeast Asians, showing first their homelands, then times of war, the refugee camps, and their resettlement in the United States. Gilbert's presentations include his own photography and interviews, as well as a collage of images and sounds such as artwork by refugee children and Khmer folk songs. Students who participate in his classroom workshops are asked to work on art projects reflecting their own cultural identities; their creations are used as a catalyst for the discussion of broad cultural issues.



MIME MEDIA CORPORATION

P.O. Box 9281

Marina Del Rey, CA 90295

(213) 827-8700

Contact: Richard Shope, Director

Randy Lee Hendler, Associate Director

Richard Shope, mime artist and educator, is visiting a third-grade classroom at the Castelar Street School in Los Angeles. Today he is performing or "miming" a story about a person walking through a park on a beautiful day. Along the stroll, the character finds a flower and a hat, waves to friends, buys an ice cream cone, and magically turns a shiny coin into lots of money—then suddenly loses it all. Nevertheless, in the end, the character still has the flower, the hat and many friends.

The students watching Shope, many of whom are Limited English Proficient, seem to enjoy the program thoroughly. As Shope has previously coached them, the students copy his movements, while enthusiastically calling out what is happening in the storyline. There is a lot of laughter and no shortage of volunteers to help with demonstrations or to read stories.

Shope, the director of MIME Media Corporation, has worked with children in about 400 schools, using mime as a tool to inspire—a means of communication that goes beyond language. The main goal of his unique MIME (Movement Integration Mirroring Experience) Writing Program is to motivate students to write. "Mime can give children access to a kind of motivation for self-expression and enhanced self-esteem," he says.

Before beginning the story about the trip to the park, Shope took the children through a range of mime warm-up exercises: opening and closing hands, rolling fingers and shoulders, even learning to walk in place. After the story performance, the children write down what they have just seen and experienced, adding their own changes and variations. Then, one by one, each student reads his or her story aloud, while another simultaneously mimes the narrated work. Finally, Shope (or the teacher) and the students evaluate and critique the written story.

Looking on from the "audience" at this collaborative performance are Castelar teachers Lola dos Redmedios and Susan Sandberg, who discovered Shope at an in-service program that showcased artists who work with youth. Dos Redmedios, whose students are mostly immigrants, was impressed with the idea of mime. "Here's a vehicle that would by-pass language barriers. There's no holding the children back in being able to perform and be motivated in writing and oral language," she says. She has noticed improvement in her students' writing since she began to use Shope's technique. "At the end of the program, students paid more attention to details, adjectives, sequencing, reasoning and cause and effect," she says. Dos Redmedios and Sandberg funded Shope's classroom visits for a year by writing a proposal and getting a grant for about \$4,000.

Shope tailors his program to help the students develop several language skills: writing, reading, reading aloud, criticism and confidence to present in front of a group. He says that to do this kind of teaching, one must have a strong background in mime, education, literature and fine arts. He studied with Marcel Marceau, has been teaching for 17 years, and worked with the Minneapolis Urban Arts Program as an actor and instructor.

Shope gives staff development presentations and offers a MIME Writing Curriculum for purchase for \$10.50. He has also produced a video entitled *MIME Writing: The Art of Mime Applied to the Teaching of Language Arts Skills, Kindergarten Through Twelfth Grade*, which is for sale for \$460. In progress are a curriculum in Cantonese and a video in Spanish.



*A young student mimes a story in Richard Shope's MIME Media workshop.
Photo © Geoff Hartmann.*



"Wonders of the World"
mural in creation by students
at the San Francisco Filipino
Education Center as muralist
Johanna Poethig supervises.
Photo © Al Repato.

MURALS IN THE SCHOOLS

1951 Oak St., #4
San Francisco, CA 94117
(415) 387-4087
Contact: Johanna Poethig, Muralist

Muralist Johanna Poethig is an artist-in-residence with such organizations as the California Arts Council and the South of Market Cultural Center in San Francisco. She also combines her talents with those of children at school sites, community facilities and parks, helping them create murals that reflect their lives. For example, at the Boeddeker Recreation Center in the city's Tenderloin neighborhood, where many poor and homeless families live, Poethig worked with young residents on a permanent ceramic tile installation, "Flying Dragon-Snake-Monkey-Bird," a giant phantasmical, colorful creature that the children helped dream up and bring to life. At the San Francisco Filipino Education Center, one of the city's elementary newcomer schools, Poethig tapped the imaginations and talents of children from the Philippines and Southeast Asia for two murals: "My Journey to the United States" and "Wonders of the World."

To begin the murals, Poethig gave art lessons to the students once a week, teaching them to use paints and chalk. In the classes they all drew self-portraits, animals and scenes remembered from their homelands such as temples and party scenes. Using the children's images, Poethig loosely planned the murals. Then, for the finale, she brought the kids out to the playground, gave them the materials and had them work fairly spontaneously, thinking about the themes as they painted.

The murals are beautiful and very important to the students as a lasting contribution to their schools. Poethig, who grew up in the Philippines, says, "so many of these students come from very creative cultures that are very visually oriented, and with the murals they're able to succeed at something very visual that relates to their lives."

NEW FACES OF LIBERTY

San Jose State University
Humanities Department
1 Washington Square
San Jose, CA 95192-0092
(408) 924-4464
Contact: Dr. Paula Gillett

Curriculum Guides:
The San Francisco Study Center
1095 Market St., #601
San Francisco, CA 94103

"New Faces of Liberty" is an innovative curriculum designed to introduce the social and historical dynamics of immigration to 5th- through 8th-graders. Developed by Dr. Karen Jorgenson-Esmaili and Dr. Paula Gillett of the UC Berkeley School of Education, the New Faces of Liberty project also provides teacher training and additional background materials for teachers about immigration and immigrant groups.

Using the concept of migration as a starting point, the curriculum thematically covers demographic shifts, geopolitical circumstances leading to emigration, U.S. government immigration policy, social aspects of integration, and the relevance of personal narrative in building historical knowledge. Each sub-unit of the curriculum treats one aspect of the immigration experience. In one unit, "Exploring Our Migrant Roots," students interview one another about their experiences, either coming to America or receiving newcomers in their community. Their stories become the historical reference for the curriculum; students learn to respect each others' pasts, to empathize with one another, and discover their roles in contemporary history. Black students tracing their families' migration to California during WWII see their history in the context of worldwide migration patterns. Asian immigrants can find common ground with Latin American immigrants by sharing the experiences of leaving a homeland and making the transition to a new culture. Classmates begin to break down some of the barriers which threaten respect, understanding and empathy. Each lesson provides immigration stories as well as a list of terms important to immigration history.

"New Faces" is part of a larger effort by the project directors to educate and sensitize teachers about the immigrant populations found in their classrooms. They prepared a series of background papers that have been well received by teachers. These currently include: "An Overview of the History and Culture of Indochina," by Dr. William Collins; "Chinese Immigrant Students in the California Classroom," by Dr. Sauling Wong; "Mexican Immigrants and California's Multiethnic Heritage," by Dr. Charles Wollenberg; "Cambodian Refugees: An Introduction to Their History and Culture" and "El Salvador: A Country in Crisis," both by Dr. Paula Gillett.

Teacher Susan Weinberg of Hoover Middle School in San Francisco has used the New Faces of Liberty curriculum. "The whole idea is for them to see that their being here is part of a whole historical process going on in the U.S. I tell them that what's happening with them is going to be a whole chapter in history years from now. Native-born children are also inspired to ask themselves about their own histories. There is an incredible amount of sharing, and kids respond to it really well."

The "New Faces" project directors offer workshops to orient teachers and administrators, including a general overview of immigration in California, information about the legal structure of U.S. immigration, and a slide presentation on the countries and cultures of Indochina. They adapt presentations to the specific demography of the site or district and provide background information and, if possible, outside speakers.

The New Faces of Liberty Project is funded by the Zellerbach Family Fund. The curriculum and background papers are available to schools for \$10.

The New Faces of Liberty curriculum covers demographic shifts, geopolitical circumstances leading to emigration, U.S. government immigration policy, social aspects of integration, and the relevance of personal narrative in building historical knowledge.

Black, Latina and White task force members came together because of their common desire to teach their 2- to 6-year-old students— also from various racial, ethnic and class backgrounds and with varying physical abilities— about diversity.

PACIFIC OAKS ANTI-BIAS TEACHER TRAINING AND CURRICULUM PROGRAM

Pacific Oaks College
5 Westmoreland Place
Pasadena, CA 91103
(818) 397-1300 or (818) 797-8086
Contact: Louise Derman-Sparks

Manuals:
NAEYC
1834 Connecticut Avenue, NW
Washington, DC 20009-5786
(202) 232-8777

A group of early-childhood teachers from the Los Angeles/Pasadena area worked for two years to conceptualize and implement on a pilot basis an anti-bias curriculum at the Pacific Oaks Children's School, Sophia Salvin Special Education Center, and the Corrine Seeds Elementary School. Task force members—Black, Latina, and White—came together because of their common desire to teach their 2- to 6-year-old students, also from various racial, ethnic and class backgrounds and with varying physical abilities, about diversity.

They began with the awareness that children learn very young how color, language, gender and physical ability are connected with privilege and power in this society. Children observe the differences and similarities among people and absorb the spoken and unspoken messages about those differences. These messages have a profound influence on their developing sense of self and others.

The curriculum seeks to enable children to build 1) a knowledgeable, confident self-identity 2) comfortable, empathetic and just interaction skills in a diverse world and 3) critical thinking skills and the skills to stand up for themselves and others against injustice.

"The specific tasks for achieving these goals vary according to how each child is affected by the prevailing bias in U.S. society. Empowerment for children of color, for example, requires that they develop both a strong self-identity and a proud and knowledgeable group identity to withstand the attacks of racism. White children's task is to develop a positive identity without white ethnocentrism and superiority," according to Louise Derman-Sparks, author of the Anti-Bias Curriculum (ABC) manual and a member of the ABC Task Force.

The curriculum embraces an educational philosophy as well as specific techniques and content. It is value-based: differences are good; oppressive ideas and behaviors are not good. It sets up a creative tension between respecting differences and refusing to accept unfair beliefs and acts. Asking teachers and children to confront troublesome issues, the anti-bias perspective is integrated into all aspects of daily classroom life.

The curriculum is available in a publication from the National Association for the Education of Young Children. *Anti-Bias Curriculum: Tools for Empowering Young Children* by Louise Derman-Sparks includes chapters on creating an anti-bias environment, working with 2-year-olds, teaching/learning about racial differences and similarities, learning about disabilities, learning about gender identity, learning about cultural differences and similarities, learning to resist stereotyping and discriminatory behavior, activism with young children, holiday activities, working with parents, introducing the anti-bias curriculum into a program, and a list of adult and children's resources.

In addition, Derman-Sparks, a faculty member at Pacific Oaks College in Pasadena, offers in-service workshops and training sessions to educators on the anti-bias curriculum itself, on the social-political contexts of human development and the impact of biases on education. In-service trainings are conducted, from half-day workshops to whole extension courses by Derman-Sparks and other members of the ABC Task Force. A video about the curriculum, produced by Derman-Sparks and Bert Atkinson, can be ordered for \$38.00 from Pacific Oaks, 714 W. California Blvd., Pasadena, CA 91105.

SUMMER SCHOOL PRIMARY LANGUAGE AND CULTURE CLASSES

Stockton Unified School District

701 N. Madison St.

Stockton, CA 95202

(209) 944-4514

Contact: Dorcas Lopez, Bilingual Coordinator

Summer school programs have become an important way to provide the extra assistance needed by many immigrant and Limited English Proficient students throughout California. The Stockton Unified School District has added a unique twist to those summer school offerings—last summer, ESL students were offered courses in their primary languages about their own cultures. According to bilingual coordinator Dorcas Lopez, since so many ESL students go to summer school (most take four hours of ESL every day) why not use two of those hours to give the students the opportunity to learn about themselves—their languages, histories, and the geography and folktales of their native countries? Last summer, the program included three Cambodian classes, two Vietnamese, one Chinese and one Lao. District bilingual aides, many of whom were teachers in their native countries, instructed the classes teamed with ESL teachers as teachers of record. The students were very excited and enthusiastic, and attendance was outstanding, according to Lopez. This summer Lopez plans to expand the program to grades 7-12 and follow up on the students during the next school year to see if the summer classes help them with their regular academic classes.

See also:

ABC Unified School District, page 137

A World of Difference, page 49

English Language Center, Hayward Unified School District, page 19

Hawthorne Elementary School, page 134

KRCS Radio, page 95

Literatura Infantil, page 118

Paired English Classes, page 56

Project Empower, page 115

The Right Channel, page 99

District bilingual aides, many of whom were teachers in their native countries, instructed summer school classes about the students' cultures.



Academic Support

THE academic challenge for immigrant children in their first few years here is enormous. These children must learn English—a difficult language for non-native speakers—not only quickly, but fluently enough to use it in an English-taught classroom for their academic subjects. The academic background foreign-born students have received in their native languages may not fit well with the U.S. curriculum, and for many their prior education is incomplete, interrupted by war or dislocation, or limited by poverty. Thus immigrant students face a truly enormous learning task at a time when they are likely to be experiencing significant emotional stress as well.

For a decade, California had one of the strongest state programs in the country for overcoming language barriers to immigrant education. Unfortunately, the program was allowed to “sunset” when the Governor vetoed funding for it in 1987. That decade of experience gave California schools a wealth of expertise in designing and implementing effective language programs for children with limited English proficiency. But the challenge of providing adequate language support to students has only increased as the population of students with limited English has escalated, new language and cultural groups continue to arrive, the shortage of bilingual teachers and aides becomes more critical, and the debate on language policy in the state becomes ever more politicized. The result: students who do not learn English fluently or quickly enough—even the most highly motivated—gradually fall behind in school. Year by year the gap widens between them and their U.S.-born peers in reading and writing achievement and the more language-based academic subjects.

The families of these students usually cannot help their children catch up in school. Because immigrant children so often come from families in which the parents had little education in their own country and are less fluent in English than their children, the students must get support outside their homes to help them with their academic work.

A couple of encouraging points relieve this picture somewhat. First, the state’s decade-long effort to boost foreign-born students academically left California schools with a reservoir of expertise that can be tapped to design and implement effective language programs for children with limited English proficiency. And secondly, many teachers and community groups—recognizing the very high dropout rates of these children, their disproportionately low college entrance rates, and the difficulties they face in catching up and keeping up at school—have initiated special academic support programs. This chapter describes some of these efforts.

KOREAN YOUTH CENTER

3986 Ingraham St.

Los Angeles, CA 90005

(213) 383-5218

Contact: Bong Hwan Kim, Executive Director

Y.B. Kim, Program Coordinator

The Korean Youth Center (KYC) runs a number of educational programs for recently arrived, low-income Korean youth and their families. The center puts on college fairs twice a year, provides workshops on financial aid, and provides educational counseling and elementary tutorials, individual and group counseling, employment assistance, a big brother/big sister program, recreation and sports, adult English programs, drug abuse prevention programs, and weekend help with financial aid forms.

KYC Counselors’ understanding of Korean and American cultures enables them to assist the young people with personal problems. Program Director Y.B. Kim says, “Personal,

Immigrant students face a truly enormous learning task at a time when they are likely to be experiencing significant emotional stress as well.

Facing page: Fresno Newcomers Program students.

Photo by Carol Dowell.



*Sung Han Kim, a university student, works with children at the Korean Youth Center in Los Angeles. This image is from Ulli Steltzer's *The New Americans*, which documents through photographs and interviews, the experiences of immigrants and refugees in Southern California (see Bibliography, page 164). Photo and quote © Ulli Steltzer/NewSage Press.*

family or peer problems eventually are related to performance at school."

KYC college fairs compare American and Korean colleges and inform students about such questions as admissions and campus housing. Students get advice about financing higher education and financial aid information from representatives of state and private colleges. The KYC also conducts workshops specifically on financial aid, during which representatives from the State Financial Aid Office and volunteer college students spend time with clients explaining and going through application forms.

The center's elementary tutorial programs run for two-month periods year-round. These after school sessions, from 3:30-5:30 Tuesdays through Fridays, stress reading, speaking and understanding English. There is also instruction in math, art and music, plus field trips and sports. A nominal fee to cover supplies must be paid by the 6-12 year-old students who participate.

The Korean Youth Center was established in 1975 with the help of the Asian American Drug Abuse Program (AADAP) (see page 34) and became an independent agency in 1983. It is funded by the United Way, city and county grants, fundraisers and corporate donations. Y.B. Kim says the center needs more staff, better facilities and more field offices, explaining that Korean youth often go without parental guidance. "Parents are mostly worried about survival. They don't always have the energy to help the children." He sees the center as a place for families to get that kind of help.

LA ESCUELITA (DESH Program)

University of Southern California
MECHA
817 W. 34th Street
Los Angeles, CA 90089-2991
(213) 743-5374
Contact: Student Volunteers

La Escuelita (The Little School) is an after-school tutoring and guidance program for students age 9-14 who attend schools near the University of Southern California campus south of downtown Los Angeles. University MECHA students run the program two or three times a week from 3:30-6p.m. in a classroom provided by USC on the campus. William Rodriguez, a MECHA volunteer who graduated in spring of 1989, says the purpose of La Escuelita is threefold: "To promote a sense of values, to have university students as role models and to promote a university environment." The student volunteers help students with homework and questions and sometimes give additional math or vocabulary assignments. ESL students get assistance with conversation and reading.

All students are also given an hour-long presentation on attending college. They learn to start planning, to understand how important it is to keep up good grades, the role of test scores and hard work, and how to apply for scholarships and financial aid. "Money is a concern, but it won't keep them from the university," says Rodriguez.

The core of volunteers who administer and teach for La Escuelita go through a training session that covers key points: Be cheerful and motivate the children. If you promise something, you must follow through. Always look the children in the eyes and don't talk down to them. Rodriguez adds, "It's important that we can relate to them culturally."

La Escuelita, also called DESH (*Desarrollo Estudiantil Hispano* or the Development of Hispanic Students), is a totally volunteer effort, with no significant funding. The volunteers feel it is a success. Parents like the program, and four neighboring schools give their full cooperation. Rodriguez says, "Students come and we have enough volunteers. Even if just one student comes, we are at least impacting one brain."

PROJECT EXCEL

National Council of La Raza
548 S. Spring St., Suite 802
Los Angeles, CA 90013
(213) 489-3428
Contact: Lori Drum, Director

At Hamilton Junior High School in Stockton, a group of several Latino students stay after school three days a week to take part in a project run by El Concilio—the Council for the Spanish Speaking—a local community-based organization. These students, most of whom are from migrant families, receive supplemental tutoring to their everyday curriculum, and computerized math instruction. Evening meetings inform their parents about the children's education. The program models—*Project Success* and *Parents as Partners*—were developed by the National Council of La Raza's (NCLR's) Project EXCEL. El Concilio is one of 25 community organizations in the state working with NCLR and Project EXCEL.

EXCEL, an acronym for Excellence in Community Educational Leadership, is the educational component of NCLR, a national organization dedicated to policy changes and ad-

EXCEL's coordinators determined that the community level was the best place to start to advance the educational attainment of Latino youth.

vocacy on behalf of Latinos in the United States. Project EXCEL sprung from the perception that fundamental changes in the philosophy, structure, and practices of schooling are necessary if the public schools are to do a better job of educating Latinos and other minority students. After reviewing research on successful programs and data on the educational achievement of Latinos, as well as interviewing many community workers, EXCEL's coordinators determined that the community level was the best place to start to advance the educational attainment of Latino youth.

Five models were then designed for community organizations around the country to implement. These include *Academia del Pueblo*, which addresses early academic failure and retention of Latino children in elementary school by establishing after-school and summer academies to reinforce and supplement children's classroom instruction. The *Academia* operates two to five meetings per week for children in grades K-4 recommended by parents or teachers. Instruction centers around language arts and reading, ESL, and math problem-solving skills. Student volunteers from high school honors classes coach the youngsters.

Project Success seeks to equip youth to enroll and succeed in high school preparatory tracks. Like the *Academia*, this program involves two to five weekly meetings after school and summer programs as well. The curriculum focuses on critical thinking and analytical skills, as well as math problem-solving skills. Project Success also engages outside sources to stimulate the students' learning. For example, Time, Inc. sponsors a "Time to Read" program, providing materials such as *Time* and *Life* magazines to improve reading and comprehension skills in small study groups. And the American Association for the Advancement of Science cooperates with Project Success on teaching math and science. At the Hamilton School, 25 students initially took part, but due to the fluctuation of the migrant student enrollment, 13-15 participated at a time. Instruction was bilingual, and introduced such new materials as computer orientation, law, and instructional video games on the computer. Latino professionals visited the group to describe what they do and how they got there.

Project Second Chance provides individual programs in both career awareness and personal development to students who have left school before graduating, with the goal of helping them either earn their diplomas or the GED equivalent. The program, which meets two to five days a week, emphasizes not only academics but personal counseling, goal setting, job planning, study skills and family living.

The last two EXCEL models involve teachers and parents. *Parents as Partners* provides educational seminars to parents on such subjects as everyday life in the home, understanding test scores and report cards, and understanding school budgets and policy making. The goal is to increase parents' involvement in the education of their children and to cultivate a better learning environment in the home. This model operates in tandem with the above student programs, as well as autonomously in some settings. The final model is the *Teacher Support Network*, which trains and assists Latino teachers and others working with Latino youth. The aim is to raise teachers' expectations of their students and expand the linkages between teachers and the Latino community. It involves workshops and a mini-grant program for teacher-generated enrichment programs.

To date, eight community-based organizations in California are implementing close to 30 Project EXCEL models. EXCEL staff coach the CBO's as they set up the programs with local schools. For example, the Latino Resource Organization, working with the the Santa Monica/Malibu Unified School District, has implemented an *Academia* in the Edison, Grant and McKinley Elementary schools. Mujeres Latinas of Modesto is working with Roosevelt High School there. EXCEL projects are also operating in Chicago, Kansas City and Houston. Informational publications are available to organizations interested in participating.



*Kindergartners at the Solano Elementary School near downtown Los Angeles salute their new flag. This image is from Ulli Steltzer's *The New Americans*, documenting the experiences of immigrants and refugees in Southern California (see Bibliography, page 164). Photo © Ulli Steltzer/NewSage Press.*

REFUGEE WOMEN'S PROGRAM

220 Golden Gate Ave., Room 400
San Francisco, CA 94102
(415) 673-2358

Contact: Grace Chamrernlaksa, Volunteer Coordinator

The Refugee Women's Program matches volunteers with immigrant and refugee children to help them learn English and other skills for adapting to U.S. culture. The "home-school" program sends the volunteers into the homes of children from Southeast Asia, Latin America, Afghanistan, Ethiopia, Eastern Europe and other countries to assist them with homework and provide additional creative learning activities, including art and games. The children are taught individually and in small groups, depending on how many live in the home or apartment building.

There is a parallel program for adult women and men, many of whom are the parents of the children served, to help them with speaking English and understanding U.S. life. Bulletins and notes sent home from the schools are translated for the parents, and U.S. school traditions and philosophy are explained. Volunteers frequently act as liaisons between parents and school teachers, counselors and principals.

Some 100 volunteers from the Bay Area community participate in the two programs, which serve about 400 people. Long-term friendships develop between the volunteers and families as they go on "field trips" together to parks, stores, government offices, holiday festivities, etc.

Volunteers are trained for three evenings by program staff. They get cultural orientation and learn some ESL techniques. There is a followup session after volunteers have had their

Long-term friendships develop between the volunteers and immigrant families as they go on "field trips" together to parks, stores, government offices and holiday festivities.

**Peer tutors
experienced the
difficulty of trying to
keep up with a class
taught in the African
Konali language.**

first meetings with the children. Monthly meetings provide an opportunity for volunteers to exchange ideas and experiences and listen to guest speakers on such topics as sample lesson plans, life in refugee camps, and social services available to refugee families in the U.S.

The nonprofit organization struggles on a very low budget, with two part-time bilingual staff people who locate and match the families and tutors and conduct the training, plus a part-time program developer. Volunteers are recruited through colleges, volunteer bureaus, and businesses.

SAN FRANCISCO SCHOOL VOLUNTEERS

135 Van Ness Avenue, Room 20-A

San Francisco, CA 94102

(415) 864-4223

Contact: Claire Herzog, SEER Coordinator

Darrell Gwynn, Book Your Time Coordinator

Leslie Armstrong, Peer Support Program Coordinator

Recently celebrating its 25th anniversary, San Francisco School Volunteers (SFSV) began in 1963 with eight volunteers working in two San Francisco public schools. Now, more than 2,000 volunteers serve some 33,000 students and 2,100 teachers in the diverse San Francisco Unified School District, estimated to have a one-third immigrant population. SFSV is a private, nonprofit educational organization; it has established a solid relationship with the district by matching volunteer tutors with individual children and placing them in classrooms as teacher assistants. The organization also provides consultation and instructional training. Its headquarters are housed in the district's main offices in San Francisco.

One very successful SFSV program which affects the immigrant population, "Seniors Enriching Educational Roles" (SEER), matches senior citizen volunteers with non-native English-speaking students. In 1988, in six city-wide workshops, 36 new seniors were trained in English as a Second Language instructional techniques and tutoring skills. They joined other SFSV volunteers for "Pathways to English" training, which included an orientation to the role of the volunteer in the district, cross-cultural awareness exercises, the learning needs of LEP students and specific learning techniques to use with them, and more.

SFSV's "Book Your Time" literacy project, which combines volunteer support with a teacher in-service program, has also been successful at reaching non-native English-speaking students. By emphasizing oral language development and whole language through such techniques as storytelling, reading aloud, readers' theatre, poetry and creative writing, "Book Your Time" energizes LEP students and their teachers about reading.

"Book Your Time" employs a "whole school" model, whereby all teachers, their volunteer partners, and the principal of a school attend training workshops on a variety of literature activities and teaching skills and then work together on integrating the new techniques they have learned into school curriculum. While initially not designed for immigrant children, the project has evolved special strategies to make the program effective with the large numbers of immigrant students and their parents represented in the schools.

A main goal of the program is to enable parents to help their children with reading. Two bilingual staff serve as liaisons between the parents and the schools. Monthly newsletters with reading ideas for parents to try at home, information about public library programs and other suggestions are published in three languages. Multilingual parent workshops are held periodically to inspire parents to get involved with their children's reading.

A new SFSV program was initiated last year in cooperation with the San Francisco

Unified School District's Peer Resources Program, which trains students to tutor their peers in academic subjects and help them work out social and personal problems. Funded with grants from four foundations, SFSV and Peer Resources trained 130 peer tutors last year in cultural sensitivity and effective techniques for working with immigrant youth. One of the exercises in the program was called the Konali Primer, in which the tutors experienced the difficulty of trying to keep up with a class taught in the African Konali language. Some of the tutors who were themselves immigrants gave their fellows some from-the-heart advice about the kind of help immigrant students need, as well as how it feels to go for help.

A replication manual of the peer tutoring project is available for \$10.00. The manual includes detailed descriptions of the training model and the Konali primer.

STEP TO COLLEGE

Mission High School
3750 18th Street
San Francisco, CA 94114
(415) 241-6240
Contact: Lupe Tiernan, Vice Principal

San Francisco State University
Ethnic Studies Department
1600 Holloway Ave.
San Francisco, CA 94132
(415) 338-1792
Contact: Dr. Jacob Perea, Associate Professor

Too often, students from low-income families are not tracked towards college; they are not counseled about the importance of higher education and the essential steps they must take during high school to prepare for it. But at Mission High School in San Francisco, students are getting even more than counseling. They are taking college classes with a group of schoolmates at San Francisco State University through a program called Step to College, a collaborative effort started by administrators at the high school and the university's Ethnic Studies Department. The mission of the program is to give the students the skills and confidence to go on to college.

Step to College 1) helps the students set realistic, attainable goals, 2) teaches them skills they will need for college, like how to study for and take course exams and the SAT, 3) introduces them to critical thinking, and 4) sends them through the process together to support one another, not only in high school but once they are in college.

Step to College began in response to a 1985 CSU Chancellor's executive order telling campuses to design programs that would encourage Latino high school students to enroll at one of the CSU campuses. Since then, 16 of the CSU campuses have developed some type of Step to College program, with the San Francisco State University/Mission High School partnership one of the largest, most innovative and most successful. The university's desire to increase its minority enrollment dovetailed well with those of the administrators at Mission High School, who wanted more opportunities for their 95% minority student body—Filipinos, Southeast Asians, and African Americans as well as Latinos.

Students are recommended for entrance to the program on the basis of their potential and "smarts," not on the basis of their academic achievement. Many of these students had not put academic success on their priority lists before entering the program. In spite of predictions that they could not do college-level work, Step to College has proven otherwise: about half of Mission High's senior class is now in the program.

Step to College succeeds where other recruitment efforts fail because it brings the university to the high school before a youngster ever sets foot on campus, says Jacob Perea, Associate Professor at SFSU and a founder of the program. During the second semester of their junior year, students begin receiving college credit by taking an after-school college-

**Step to College
brings the university
to the high school
before a youngster
ever sets foot on
campus.**



*San Francisco State
University students,
graduates of the Step to
College program, step out in
front of their campus library.
Photo © Ann Wells.*

level course, Introduction to Critical Thinking. The following year they take the regular Critical Thinking course—required for all students in the CSU system—from Dr. Roberto Rivera of SFSU's La Raza Studies department, who is another program founder. A goal of his class is to demystify academia.

The university waives tuition fees and eliminates much of the usual admission red tape. These seniors actually become university students, complete with student body cards, six transferable university credits, and a headstart on their college careers. By developing relationships with peers in the program and university faculty, students build networks, receive information about financial assistance, and get help planning for higher education.

Once students graduate and enroll full time at the university, they are clustered in classes as a group so they will have the social support necessary for the success of children from neighborhoods, ethnic groups and families in which going to college is not yet a tradition.

Step To College has now spread to five other public and private high schools in the Bay Area. At Mission, for the beginning of the 1989-90 school year, 220 of 310 seniors at the school enrolled in the Step to College program, according to Lupe Tiernan, vice principal of the School and co-founder and coordinator of the Step program.

This has had a ripple effect on academic preparation throughout Mission High School. First of all, the seniors enrolled in Step to College began to see themselves as intellectually oriented, and raised their involvement in and demands upon their other courses. And because many younger students are now interested in getting into the Step program, Mission High has started a college preparatory core curriculum to intensify basic skills and ready

students for entrance into the program. From the moment an 8th or 9th grade student—regardless of achievement level—expresses a desire to go to college, he or she receives the academic support, emotional encouragement and counseling that say “If you want to do it, we are committed to helping you. We *know* you can do it,” says Tiernan. The study skills program for these students includes how to study, take notes, prepare for examinations and budget time. Thirty freshmen from very low-income families are paid each semester to attend after-school study halls three afternoons a week instead of seeking part-time employment. Their job is to study and learn.

An excellent point-by-point description of the Step to College program that could aid other schools in replicating the model is available from Lupe Tiernan.

See also:

Asian American Drug Abuse Program, page 34

Asian Youth Project, page 36

Cambodian New Generation, page 36

Chinatown Service Center, page 37

Chinatown Youth Center, page 38

Computer Education for Language Learning (CELL Program), page 94

Literatura Infantil, page 118

Project BOOT, page 97

Project STRIVE, page 97

Search to Involve Pilipino Americans, page 42

Southeast Asian Youth Center, page 43



Using Technology

THE use of multi-media technology to assist and teach children who have not yet attained English language fluency has intrigued educators for a decade. Far too few teachers can speak the languages of their students, and using computers to compensate for the personnel shortage is an appealing idea in some areas. Computer labs stocked with software in second language acquisition and content instruction in native languages are still just dreams to many schools and districts. But some districts and some individual schools have pioneered the use of computer technology and created models, software and materials now available to others.

The use of computer technology for instructing Limited English Proficient children has been highly effective for several reasons: the software allows students to work individually and to repeat assignments without fear of ridicule; it can provide translation support in a child's primary language in situations where teachers who speak that language may not be available; and the high status of developing computer skills combats the stigma often associated with compensatory programs.

In addition, children from poor and immigrant families seldom have familiarity with or access to computer technology, creating a wider gap between themselves and other students. Programs which allow Limited English Proficient children to manipulate and learn from computer technology help enormously to close that gap.

Computers are not the only media technology supporting the education of immigrant and Limited English Proficient children. Where language in written form presents a barrier, many forms of visual communication and audio support become useful in reaching immigrant children and helping them acquire new language skills. This section presents a range of models using radio, video and computer technology.

COMPUTER EDUCATION FOR LANGUAGE LEARNING (CELL)

Irvine Unified School District
5050 Barranca Parkway
Irvine, CA 92714
(714) 733-9391
Contact: Celia Chandler, Director

The Irvine Unified School District's CELL program—or Computer Education for Language Learning—is a pull-out language acquisition program for Limited English Proficient students. It is conducted throughout the district in cooperation with teachers, who help tailor the learning plans their students will work on during their year in the Computer Lab, located at Vista Verde Elementary School. Forty students are served by eight computers and two staff people, director Celia Chandler and a less than half-time instructional aide.

Chandler says the program incorporates six key principles:

- microcomputers as a motivational tool to increase student success and self-confidence
- a diagnostic, prescriptive approach
- individualized instruction
- carefully screened software correlated to an ESL continuum of skills
- highly trained paraprofessionals
- integration of computer lab and classroom instruction

First- through sixth-graders who are native speakers of Spanish, Japanese, Korean, Tai-

Computer technology can provide translation support in a child's primary language in situations where teachers who speak that language may not be available.

Facing page: first through sixth graders like this young technical engineer write and broadcast programming to three schools at KRCS Radio in Redwood City (see page 95). Photo by Augustine Buonocore courtesy Redwood City Weekly News.

*Computer Education for
Language Learning (CELL)
in action with students and
lab instructor Brenda Dolan.
Photo courtesy Celia
Chandler/CELL.*



wanese, Mandarin, Farsi and Vietnamese use the lab. Students are placed according to skills to be mastered, not by grade level. Chandler says that for the participating students, "the computers raise the status" of being in a pullout program because the computers are "high tech," reducing the impression that the kids have a "deficiency" and need to be in a special program. Sometimes, she says, the other students are even envious. She points out that computers also offer privacy, and quotes an *Orange County Register* article: "A student's inability to get a right answer can be very public in a classroom, but not with a computer."

Pre- and post-testing of students in the CELL program shows that they improve significantly, performing with greater aptitude than comparable groups that have not been through the program. Students must demonstrate fluent oral language proficiency and grade-level performance in language arts and reading before leaving the program. According to Chandler, the program has produced "terrific improvement among the kids" and has gained Irvine status as the national model for computer education for language learning. CELL was one of only nine programs in the country chosen to receive a Title VII Academic Excellence Award from the Federal Department of Education, which will pay for three years of dissemination of the CELL concept to districts around the country.

Replication materials and technical assistance in replication are available. Celia Chandler also presents training sessions on instituting the CELL program in other school districts.

KRCS RADIO

Fair Oaks Elementary School
Redwood City School District
2950 Fair Oaks Ave.
Redwood City, CA 94063
(415) 364-8070, (415) 368-3953
Contact: Roberta Lee, Teacher

If speaking and listening are great ways to learn English, then what better medium than radio? That idea seems to have fueled the creation of an elementary school-based radio station in Redwood City that became so popular it now broadcasts to two other schools in the district and has been replicated in other districts. First- through sixth-graders write and broadcast all the programs with the assistance of staff and parent volunteers. Programming includes music, news, sports, stories written by the students, jokes, commercials, guest speakers, geography contests, trivia questions, "Sensational Citizens" awards, recipes, giveaways, language arts projects, a gossip hotline, and school and community announcements.

KRCS broadcasts from Fair Oaks School, located in a low-income, high minority,

industrial area of Redwood City where Spanish is the primary language of many students. Neighboring schools are connected to KRCS by telephone lease lines so that many Redwood City students may listen to and participate in the weekly show. Many of the students in this audience have tested below the fiftieth percentile on national tests in reading and language, qualifying the radio project for Title I funds. It gets the students to study language from all angles—ESL, accelerated English acquisition, and oral and written skills.

The initiator of KRCS (K-Redwood City Schools) is teacher Roberta Lee, who got the idea while listening to her car radio during her commute to school. In the early days, the broadcast consisted of three students speaking over the school office's intercom system for five minutes. Now, 20 to 60 students produce the KRCS program every week, participating in everything from researching and preparing the content to anchoring news to operating the equipment. Students may read their stories in English, Spanish, Tagalog or Tongan (the languages represented in the district). The principal of the school announces the "Sensational Citizens" award in English and Spanish. "The contests are always in English," says Lee. "And we've found that when students want to win a prize, they'll understand English."

The entire radio project is part of the students' English class work. "We needed a high motivation program," says Lee, "something to help the kids learn English that reduced the discouragement often associated with learning a new language." Some of the most popular and motivating KRCS segments have been the guest speaker appearances. Redwood City's mayor, state and national elected representatives, football stars and media celebrities have gone on the air to talk to the students. Big names like Queen Elizabeth and Rosalind Carter have been unable to accept invitations to appear, but their courteous letters of regret and support are proudly displayed on the station's wall. Local radio station KOFY "adopted" KRCS as a "Little Sister Station," offering monthly field trips to the "Big Sister Station," taping and radio equipment, and lessons in broadcasting and station management.

The station's brochure reads, "The goals of the KRCS radio show project have been 1) to improve all language skills by increasing opportunities and motivation to read, write and speak, 2) to help raise test scores in reading and language, and 3) to bring all the students of the Redwood City School District together by working on a common educational project."

The Whitney Foundation and Ampex Corporation originally funded Station KRCS. Other funds have come from the Redwood City Schools, the Redwood City Lions and Kiwanis Clubs and the Beaumont Company of Los Angeles.

Roberta Lee has a handbook entitled "On the Air," for teachers interested in starting radio projects at their schools.

KRCS programming includes music, news, sports, stories written by the students, jokes, commercials, guest speakers, geography contests, trivia questions, "Sensational Citizens" awards, recipes, giveaways, language arts projects, a gossip hotline, and school and community announcements.



KRCS producers/DJs/engineers on the air. Photo by Augustine Buonocore courtesy Redwood City Weekly News.

You can do Project BOOT with one computer and have the students watch on an overhead unit, or you can have a lab with thirty computers, or you can set up a cooperative learning situation.

Richard Miyagawa

PROJECT BOOT

Pasadena Unified School District
MIS Department
351 S. Hudson, Rm 105A
Pasadena, CA 91109
(818) 795-6981 X361
Contact: Richard Miyagawa, Computer Resource Specialist

Project BOOT is a bilingual Macintosh computer program which helps develop the basic English skills of LEP high school students; it has caught wide attention from bilingual coordinators, administrators and individual teachers interested in using Macintosh technology with this population. The Project BOOT software program, designed over the last six years through a Title VII project at Blair High School in Pasadena, uses graphics, sound, laser images and digitizing. At Blair, a bilingual resource teacher and instructional aides operate a bilingual computer resource room. At first, English and math classes were served by the program; now it has expanded to include social science, science, health and driver's education modules. Also, a computer applications module familiarizes LEP students with technological skills they may use in college and the work force. These include word processing, graphics, telecommunications, and desktop publishing applications. One of the program's inventors, computer resource specialist Richard Miyagawa, says staff has noted strong development of writing skills in students learning these applications.

"The program is ideal for LEP students," says Miyagawa. "It's very easy to learn. The students don't need to read instructions. You can do it with one computer and have the students watch on an overhead unit, or you can have a lab with 30 computers, or you can set up a cooperative learning situation. The teacher doesn't have to speak English, German or whatever. The graphics speak." Software for Project Boot has been developed in Spanish, English, Mandarin, Cantonese and Vietnamese.

PROJECT STRIVE

Jefferson Union High School District
699 Serramonte Blvd., Suite 100
Daly City, CA 94015
(415) 756-0300
Contact: Pablo Perez, Director of Bilingual Education and Guidance
Raul Bravo, Coordinator

Four years ago, the Jefferson Union High School District in Daly City earned a grant to implement an ambitious project to supplement the education of Limited English Proficient students in three of its high schools. "Project STRIVE," which stands for "School Technology," "Reinforced Instruction" and "Vocational Education," is a pilot program designed by the University of Iowa Mastery Learning Center. The School Technology component supports and reinforces ESL teaching, primarily through microcomputer and audiovisual programs used by the students with the assistance of bilingual aides.

At Jefferson and Westmore high schools in Daly City and Oceana in neighboring Pacifica, LEP students may attend special computer labs during their lunch hour or after school with bilingual Spanish and Tagalog paraprofessionals. They have an opportunity not only to work on their coursework, but also to make friends with other newcomers, important because as yet no formal orientation for newcomers exists in the district.

Cheryl LeBuff, a bilingual/ESL teacher at Jefferson High School, says, "We get as many as 25-30 kids every lunchtime. They eat their sandwiches on the way to the lab so they can be the first on a computer. I tell every newcomer kid in my class about the lab, because they don't have friends or anybody to help them learn the ropes. When they go to the lab, they come in the next day and they have a friend."

The Reinforced Instruction component of Project STRIVE involves clustering and cooperative learning techniques with LEP students, primary language support, providing students with primary language glossaries of technical course terms, and training teachers in alternative strategies for instructing LEP students. The Vocational Education Component is based on the premise that career guidance for LEP students is often overlooked in favor of language development. Bilingual career counseling, along with appropriate academic counseling, career speakers from the students' language backgrounds and field trips are part of this effort. Project STRIVE now serves some 200 Filipinos, 200 Hispanics, and 50 "Asian and others" in the Jefferson Union district. Consultants from the University of Iowa have helped implement the project, which is now being evaluated for its effectiveness with students.

A team of graduate students from San Francisco State University has made a video about Project STRIVE, which it is hoped may be made available as a resource to other districts in the future.

TAKE-HOME COMPUTER PROGRAM

Stockton Unified School District

701 N. Madison St.

Stockton, CA 95202

(209) 944-4514

Contact: Dorcas Lopez, Bilingual Education Coordinator

A popular program in the Stockton Unified School District serving immigrant students and their families is the Take-Home Computer Program—which does just what the name describes. Families are trained in computer use and care, then loaned computers to practice and learn on at home.

Dorcas Lopez, bilingual education coordinator for the district, selected two middle schools and three elementary schools with high immigrant populations for this Prescription Learning program. Each school has ten Apple II-E computers that families borrow for six weeks at a time. The Prescription Learning representative teaches parents how to help their children use the computers. According to Lopez, who purchased the computers with Emergency Immigrant Education Assistance Program monies, families take great pride in having a computer in their home; often, all family members get involved with it. The software and the program bring parents to the school who might otherwise never come, and provide important skills training and development for students.

The Vocational Education Component of Project STRIVE is based on the premise that career guidance for LEP students is often overlooked in favor of language development.

THE RIGHT CHANNEL

21 Ozone Ave., #5
Venice, CA 90291
(213) 392-1785
Contact: Shauna Garr, Director

"Our jet planes have compressed into minutes distances that once took weeks and even months. All of this tells us that our world is a neighborhood. Through our scientific and technological genius we have made of this world a neighborhood, and yet we have not had the ethical commitment to make of it a brotherhood. Somehow and in some way, we have got to do this. We must learn to live together as brothers, or we will all perish together as fools."

Martin Luther King, Jr.
March 31, 1968

Stories unfold on both sides of the camera as interviewers connect their own lives in inner-city Los Angeles with the experiences of immigrant youth with culture shock, relocation, war, racism and survival.

This quote opens *Coming Across*, an innovative documentary video produced by a group of teenagers from poor areas of Los Angeles—mid-Wilshire, Pico-Union and South Central—about their immigrant peers. The video is the first production of The Right Channel, a non-profit video company that uses young people as researchers, writers and on-camera reporters to produce programs aimed at teenagers. *Coming Across* features five student interviewers asking questions of immigrants from Central America, Southeast Asia, Mexico, Taiwan, Iran and the Soviet Union. Why did they come to America? What did they find here? Are their dreams being realized? Stories unfold on both sides of the camera as interviewers connect their own lives in inner-city Los Angeles with the experiences of immigrant youth with culture shock, relocation, war, racism and survival.

Shauna Garr, founder of The Right Channel, left a well-paid job in commercial television to pursue the new venture, which she thought of while volunteering at a home for courtward children. She conceived it as a way of getting inner-city youth motivated in a positive direction—away from gang influence, drugs and the multitude of other problems that threaten children today. She says she put the students in front of a camera and they lit up. "It inspired them and gave them higher self esteem." With professionals behind the camera, the streetwise teens of the Right Channel are turned into competent interviewers, and the stories they uncover give insight into what it is like to start life in a strange country.

The mood on the set for a day of shooting with The Right Channel is light, fun and supportive. For young reporters who fluff lines, retakes are patiently accommodated. During the production of *Coming Across*, those subjects who did not want their faces seen on video were shot in silhouette. *Coming Across* will be screened in Los Angeles schools and evaluated by students, then distributed nationwide. It will be available for rental by teachers, school districts and others interested.

The idea of The Right Channel is to put youth in front of and behind the camera, not just in the audience. In turn, their audience sees on-screen people they can identify with and learn from.

The Right Channel's yearly budget has been under \$100,000, and so far Garr and her two assistants are working on a volunteer basis. But Garr says, "I was going through a lot of stress on my old job for things that aren't socially significant—I'd rather be stressed over things that affect society." In the next Right Channel film, young reporters will explore the family. Garr says, "The family is such a hot topic these days, I thought it would be good to hear what the kids say about it as opposed to what Ted Koppel says about it."



*Getting the real story—
student interviewers and
interviewees on the set of The
Right Channel. Los Angeles
Times photograph.*



Immigrant Parents and the Schools

"In American education, the parents are the forgotten population. Children from Asia, from Latin America, come here and become engaged in active Americanization. They actively deprogram their home culture and language in order to survive in this society. But Americanization must take place with parents. Otherwise, we are disintegrating homes by educating children in Americanization and English and not reaching out to the parents. In our culture (Korean), the family is one of the most vital and integral parts of life. When the family is broken up, there is no hope."

—Howard Kwon, ABC Unified School District

IMMIGRANTS come to this country seeking a better life for themselves and their children. Many know the importance of education in achieving this goal and look to the public schools to bring their hopes to fruition. Despite their passionate interest, however, immigrant parents are often at a great disadvantage when they try to deal with the school system on behalf of their children or monitor their progress. The U.S. school system differs greatly from those in most other parts of the world. Our school system is one in which parental involvement can make an enormous contribution to a child's academic progress. Yet immigrant parents are unaware of this potential for involvement; often they cannot read the school communications their children bring home, relying on their children to translate for them. Language and cultural barriers frequently prevent direct communication between parents and teachers.

Orientation, mediation and translation, and other programs that reach out to parents can lessen confusion for students by providing some continuity between home and school. They can reassure parents and enable them to intervene more effectively with both their children and the schools when necessary. And even though immigrant parents sometimes lack formal education themselves, a good parental involvement program can elicit from them enormous contributions to the education of their children.

Equally important, immigrant students in the process of trying to bridge cultures and national realities find themselves caught between the pressures of their home culture and the pressures from school to become Americanized. Differences in expectations and behavioral norms can drive a wedge between the home and school. Still, it is a rare school or district that devotes significant resources or enough effort to closing the gap between immigrants' homes and schools.

In some areas of California, though, immigrant community organizations or parent groups, responding to the need for and potential benefits of parent-school communication, have created programs to facilitate such interaction. Some programs have been spurred almost totally by individual school districts; other efforts have been the result of partnerships between all three—parents, school district, and community organization. Some focus on parent training in such areas as language and the U.S. school system, others on communication links between schools and parents, others on encouraging parents to become advocates for their children's education. Several innovative approaches are described here.

*Facing page: A Hmong family from Laos. As two of her children look on, Vu Chou sews a jacket with traditional Padao embroidery which she imports from refugee camps in Thailand. "American clothes are easy to get, easy to wear, easy to make. We like them. Now we use our traditional clothes only on New Year or for a big party. . . . Whenever we have free time we sit together and sew. That's our custom and we are still doing it." This photograph and quote appear in Ulli Steltzer's *The New Americans*, which presents the images and voices of immigrants making the transition to the United States (see Bibliography page 164). Photo © Ulli Steltzer/ New Sage Press.*

**COUNCIL FOR ARMENIAN STUDENTS
IN THE PUBLIC SCHOOLS**

Western Prelacy of the Armenian Apostolic Church
4401 Russell Ave.
Los Angeles, CA 90027
(213) 663-8273
Contact: Kathy Fundukian, Chairperson

The Council for Armenian Students in the Public Schools was organized in response to large influxes of Armenian immigrant students in the Los Angeles Unified School District. At present, this eight-member volunteer council conducts information-sharing meetings for parents to address their concerns about public education. Chairperson Kathy Fundukian says, "The council hopes to bridge the gap between the school system and the community. The purpose is to foster the academic and social success of Armenian students in public schools."

Topics at the meetings include parent rights and responsibilities, school services, student testing, the retention system, grading system, fostering student success at home, graduation requirements, and introduction to other parent organizations in the district. Meetings are held about once a month in a friendly, supportive, bilingual Armenian/English atmosphere. One of the speakers was Alice Petrossian, Chairperson of the California Commission on Teacher Licensing, who discussed parents and their part in the American educational system. Various representatives from different regions of the district have come to meetings to discuss the status and experiences of the Armenian students with whom they work.

The council, made up primarily of teachers and administrators, is funded by the Western Prelacy of the Armenian Apostolic Church. A scholarship program was launched in 1988, with the council awarding two \$100 scholarships to students. Last year's budget was around \$12,000, which covered printing, postage, advertising, refreshments for the meetings, etc. Fundukian hopes that more funds can be raised that might help pay for the establishment of an Armenian resource center, full-time staff on the council, and development of bilingual educational materials.

DALY CITY FILIPINO ORGANIZING PROJECT

Parent Committee
1474 Southgate Ave.
Daly City, CA 94015
(415) 756-4275
Contact: M.C. Candlas, Coordinator

In 1988-89, Jefferson Union High School District, which has a 40 percent-plus Filipino student population, had only one Filipino classroom teacher and four Filipino ESL aides. Filipino parents seldom came to PTA meetings or school events. A group of leaders from various Filipino community organizations came together to form the Daly City Filipino Organizing Project with the goal of streamlining previously fragmented community organizing efforts. Among their first priorities was to create a committee to organize a Filipino Parents' Association that would focus specifically on issues in the schools.

DCFOP leader M.C. Candlas explains, "Many Filipino parents are newly arrived immigrants who came here within the last 10 years; most much more recently. Many hold two jobs to support their families here. In the Philippines there is a valued tradition of parents



giving direct tutorial help to students, particularly in the early years, but adjusting to U.S. culture and survival are hampering this process for the parents. Not only do they often not speak English, but there are differences within their own community, not the least of which are the some 80 Filipino languages."

The DCFOP committee's first event was a "Partnership in Education" meeting for parents, with a guest speaker who discussed differences between the U.S. and Filipino education systems and explained how parents are expected to advocate for their children in the schools here. The meeting was attended by several students and community leaders, but only a handful of parents, the primary target group, showed up. Organizers were disappointed, but the few parents who had come spread the word in the community, and soon twenty to thirty parents were attending the monthly meetings. Eventually, a group of these parents and organizers went before the school board and called for more Filipino instructors in the district. The response from the superintendent was a promise that Filipino teachers would be given top priority in coming hirings.

Early on, the DCFOC tried to identify the top concerns of parents and what they hoped to accomplish through a parent association. To help glean this information, a group of Filipino students from nearby San Francisco State University canvassed parts of Daly City and interviewed Filipino parents. These "Youth Volunteers for Parents" learned that many parents know that their children do not have enough to do after school, when the parents themselves often cannot be at home because they work. They worried that their children hang around the local shopping mall, tempted to spend money or shoplift. After the survey, the Association went to work on youth activities in the community. Last summer, as part of Daly City's "Fiesta Filipina," DCFOP parents taught their children traditional games of the Philippines or *Palaro ng Kabataang Pilipino*. The organization has also sponsored more parent acquaintance meetings, one of which featured traditional Filipino dance by students at Jefferson High School.

Filipino parents attend a meeting about their children's education at Jefferson High School sponsored by the Daly City Filipino Organizing Project's parent committee.
Photo © Marion Gray.

FAMILY LITERACY PROJECT

San Francisco Unified School District

Bilingual Department Room 4

300 Seneca St.

San Francisco, CA 94112

(415) 239-0295

Contact: Celina Dean, Parent Coordinator

Ligaya Avenida, Bilingual Education Program Director

Graduation day for parents in the San Francisco Unified School District's Family Literacy Project. At left, parents with teacher Patricia Arack. Center, left to right: Frankie Wright, parent liaison for the District Advisory Committee, Tracy Wong and Noemi Cubillas, who both were named to that committee while in the Family Literacy Program. Right: Parent coordinator Celina Dean (left) presents Myrna Platero with a rose as Genoveva Olide looks on. Platero also was named to the District Advisory Committee while in the program. Photos courtesy the SFUSD Family Literacy Project.

San Francisco parents can attend ESL classes two days a week at elementary school sites in neighborhoods with large immigrant populations through the district-run Family Literacy Project. Funded by Title VII, the classes also feature monthly discussions: how parents can become more involved with their children's education, their rights in the U.S., housing, financial aid, nutrition and other topics. In 1989 the ESL classes were approved to provide certificates that meet the U.S. amnesty education requirement.

While addressing the parents' need to learn English—a skill that not only helps them in supporting their children's schooling but benefits them and their families in all aspects of adjustment to life in the United States—the Family Literacy Project also presents specific information about working with the schools and raising children in a new culture. Because the parents' classes meet at school sites throughout the city, immigrant parents become familiar with school campuses and thus feel better about coming to the schools. The program advertises the school district's interest in the concerns of immigrant families, too. Altogether, the program is designed to enhance the relationship between immigrant parents and their children's schools, and to make it more possible for parents to participate in an active and meaningful way.

The Family Literacy program, originally at three schools, has now expanded to five. Childcare is provided at three of the schools during parents' classes. Hours of the classes vary at different school sites so that parents are able to find a class that fits into their schedules.

Project Coordinator Celina Dean says, "To get a program like this going it takes a lot of not giving up. At one of the schools everyone told us, 'Oh, don't go there, it's in such a bad area, the parents won't want to get involved, no one will come to meetings at night.' But the principal was very supportive, and for the first meeting three people came, the next time four, and the next time five. Now we have a steady group of 27 parents who come and are very active."



FAMILY ENGLISH LITERACY PROGRAM

Adult Education

Baldwin Park Unified School District

3699 North Holly Ave.

Baldwin Park, CA 91706

(818) 962-3311 X300

Contact: Rachel Ramos, Resource Teacher

Augustine Ramirez, Vice Principal

Baldwin Park has received honors—even Congressional recognition—for its comprehensive and successful parent involvement programs. Baldwin's programs train families in English and Spanish literacy, self-esteem, school/community/cultural awareness, and family relationships. The goal is to help them attain an overall sense of self-confidence and personal fulfillment, with the assumption that their children will benefit in turn by doing better in school.

Parents receive six hours of ESL instruction per week for the entire program year, using the natural approach to second language acquisition. Additionally, they attend the following workshops: Parent Training and Involvement Seminar (15 hours); Classroom Observation/Visitation Workshop (7 hours); Language and Cultural Heritage Seminar (6 hours); and Parent/Student Tutorial Workshop (4 hours).

A home liaison aide contacts each parent participating in the project bimonthly, carrying information between the school, the program, and the parents.

Program staff mention several factors that have contributed to the success of their parent-involvement efforts: preparation of agendas and well-organized presentations for the monthly meetings; multicultural fairs; positive recognition and appreciation of district educators; opportunities for parents to represent and serve as volunteers in the schools; interesting and active committees; positive publicity regarding the community, and bilingual education through communication with other districts, newspapers, radio and television.

Most important: staff development and support are key to the success of parent-involvement activities. Teachers and instructional aides are trained in bilingual methods and use materials and curricula developed for parent/student instructional support.

Rachel Ramos, a resource teacher for the district's Family English Literacy Program, spoke at California Tomorrow's "Action that Counts" conference in Los Angeles. Here are some of her thoughts about her district's philosophy and parent programs:

"We serve Spanish-speaking parents. That's our target group because that's the community we're in. Our goal first of all is empowering the parents—and I don't want to make it sound like they don't have any power and we're giving them this power. Part of our training is to tap into the power that they already have, and the resources that they bring to our community—it's a two-way thing. We work on building positive self-esteem, so we brought in an expert in self-esteem who was Hispanic. The parents often feel inadequate—with the language, the culture. We want to help them feel that, 'Yes, I can get involved in this new society. I've learned about this, I've learned about that, and I can become a parent volunteer, I can become a participant in the community.'

"The second purpose of our program is to help them become literate in English and Spanish as well, if they are not already, so we not only teach a class in English literacy but in Spanish literacy.

"We work through the Baldwin Park adult school. When amnesty came along and parents needed 40 hours of English, we found over 300 parents in the adult classes already.

**One mother said,
"You know, my
husband has brought
my son to the library
to take out books for
his reports, but I
always sat in the car
because I don't
know how to read or
write. But I'm not
sitting in the car
anymore.
I'm coming in."**

*Parent Acquaintance Night
sponsored by the Daly City
Filipino Organizing Project's
parent committee.
Photo © Marion Gray.*



who then became involved in our programs. To get parents to come, we printed up flyers in both languages—and we don't just put them in the boxes of the teachers and say pass them out. I personally go to the classroom and tell them how this will affect them. We all are used to getting things in the mail and maybe responding to them. But that isn't how it works with the parents. You need to have a personal followup. We have people on the phone calling, because maybe that day the parents' child wasn't in class or their child didn't take that note home. We have their phone number and we call them, and if they don't have a phone we go to their home. This home liaison is so important. The person who does it is an instructional aide who knows the language and is from the community. This helps, because if we've had contact with them, they know 'There will be someone I know, and they speak my language.'

"We have a morning and a night meeting. At our first meeting we had 100 in the morning, then 100 in the evening. That had everyone too spread out, so now we keep it at 50 per meeting. We have committed ourselves to impact about 100-150 families this year. Our Title VII funding for this program will be over in three years, but our district has a history of picking up those programs.

"Among our activities, one week we took the parents to the public library. You might say, 'Oh, they've been there.' Not so. Out of the 50 we had there, eight had visited that library and they'd been living in the community quite a while. One lady that is in our Spanish

literacy class came up to me and told me, 'You know, my husband has brought my son there to take out books for his reports, but I always sat in the car because I don't know how to read or write. But I'm not sitting in the car anymore. I'm coming in.' She found out there were a lot of other wonderful things at the library, that it was not threatening and that there was someone there who spoke her language whom the group had met personally and made them feel like, 'You're welcome here at any time.' She checked out cassettes and music and all these other things. In another group we took, no one had been to the library.

"We're now working with the library to establish a tutoring program. The library wants us because they know we bring out the people. Working with a librarian can be a great resource because they're there to serve the community.

"We also train the ESL teachers and aides. We provide and suggest modules to work with the parents. One is on self-esteem. One is on how to read a story to your child, how to select a good book. Another is community and cultural awareness. In June we take a group down to City Hall to learn what's going to be happening in the summer. Who are the people down there; when you need a permit who do you go to?

"Another strand of our training is in family relationships. How do you talk to your children? What are some of the issues that help you in communicating with your children? We've been dealing with the parent the first year, but the second year we hope to bring in the family.

We're fortunate to have a strong bilingual program in Baldwin Park, so parents are learning with the same natural approach as the students. We will bring parents and children together and discuss issues in a group. There may be things we've talked about in class, but it's hard for parents when they get home: 'How do I start this discussion with my child that maybe we've never had?'

"To start a parent program, you need to have a plan as a school: what do you want with the parents? One parent, when asked in ESL, 'why do you want to learn English?', simply said, 'I want to help my child with homework.' That's it. That is the goal of many of our parents. They just want to help their child. They don't want to become an advocate for the school; they don't want to be president of the PTA. They just want to be able to help their child, and that's where we'll help them then.

"Another parent was asked, 'What's your goal?' 'I want to be able to write a letter to my mother and to my son, in my own writing.' So we said, great, that's what we'll work at, and this year parents wrote Mother's Day cards to their mothers. It was the first time they ever sent anything in the mail. That was their goal when they started.

"You have to be continually assessing what the parents want, because it changes, even in the same group. In a few months something happens that affects them. And another thing to expect is that parents come on strong for awhile, and then they're gone. That's life. You cannot control their jobs, their schedules. You may check with the kids: 'Why didn't your mother come to the parent conference?' Maybe she had to go back to Mexico. The grandmother died. But as long as you have them there, do the best you can, don't worry. An attitude we hear from our trainers is, 'I'm not gonna spend all my energy doing this, he's gonna be gone next week.' I've felt it myself. You work so hard for a month and they're gone now. But maybe what you did in that month will change their life, somewhere else. You won't see it, but that's part of the business we're in. You may not see it. I have parents who say, 'I can only come to ESL once a week,' and we say, 'Fine, you be there.' They will affect their children, their children will affect your children."

GARVEY PARENT INVOLVEMENT PROJECT

Garvey School District
2730 North Del Mar Ave.
Rosemead, California 91770
(818) 573-5820 x397

Contact: Margaret Duran, Director of Community Services

Parents are major decision-makers in the Garvey School District. In 1986 a district-wide Office of Community Services consolidated district parent advisory committees and support groups. "If you believe in parent involvement and want parents to be informed, you have to go the extra mile," says Raquel Gutierrez, former director of the office and ombudsperson for the district. Her office is the first stop for parents who have a concern or a complaint. Two staff people, who between them speak Spanish, Mandarin, Cantonese, Vietnamese and English, work with the thirteen schools in the district.

Garvey has a history of programs to involve parents. When the school district redesigned its boundaries to prevent segregation in the schools, parents asked to help plan the redrawing, worked with the district's research department and used its projections for enrollment. A committee researching year-round schools included parents. When a new campus was built, parents were part of the process from the beginning. "Parents walk onto that campus and they know they helped choose the chairs there," says Gutierrez.

This year parents wrote Mother's Day cards. It was the first time they ever sent anything in the mail.

Rachel Ramos

Three women who participated in a support group together gained the encouragement and confidence to enroll in the local community college.

The office works with many district committees, including the District Advisory Committee, the Spanish Bilingual Advisory Committee, the Asian Bilingual Advisory Committee, Special Education, GATE and HeadStart; drug abuse- and child abuse-prevention advisory committees are being established. All of these committees include parent representatives, and all meetings are translated into whatever languages are represented among the participants.

Additionally, many of the twenty "home-school coordinators" in the district are parents. These positions, some part-time, some full-time, are funded by Title VII and special project grants. Their role is to provide translation support in home/school communications, to ensure that parents are informed about school issues, and to encourage parental involvement in all aspects of their children's education. All written materials sent out by the district, such as the discipline handbook, are translated into Spanish, English, Vietnamese and Chinese. Gutierrez anticipates that Khmer (Cambodian) will soon be added to this list.

In May of 1987 the district conducted a community survey to find out how the district could provide training and education opportunities for parents, and in what areas parents most wanted to increase their knowledge. In-person interviews of 450 families yielded demographic information, which was used to prepare a district profile and the needs assessment upon which new programs are based. The number-one concern expressed in the survey by the parents of all ethnic groups was how they could help their children with homework. Later in the year, in response to the survey, the district hosted a Parents' Summer Institute with seminars in several languages for 140 parents. Daycare was provided with activities for the children. Funding for the conference came out of district general funds. These funds were not available in 1988 so no conference was held, but in 1989 the district was able to offer another Institute.

Parent meetings are held regularly each month. Two sessions, one on the last Thursday evening of the month and the other on the following Friday morning, accommodate the schedules of as many parents as possible to allow a greater number to attend. Still, Gutierrez stresses that "how many parents come to our events is not as important as how much they get out of the meetings to take home to work with their kids."

LaPEP: LATINO PARENT EMPOWERMENT PROJECT

Mission Reading Clinic
2701 Folsom St.
San Francisco, CA 94110
(415) 282-3800
Contact: Carlos Nolasco, Program Specialist

LaPEP—the "Latino Parent Empowerment Project"—is an ongoing series of support groups for parents organized by San Francisco's Mission Reading Clinic, a non-profit community group. With the help of a moderator, Spanish-speaking parents come together either at a school or at the Mission Reading Clinic to talk to each other, learn and help one another with the challenge of raising and educating their children. Each group meets 10 or 12 times, and each meeting has a formal schedule. Topics covered during each support group cycle include: selecting a teacher for your child, helping with homework, coping with peer pressure, building self-esteem, instilling control and discipline, preparing for college, surmounting barriers to communication and learning how to negotiate. LaPEP literature states,

"The principal reason for initiating LaPEP support group activities was to provide opportunities for parents to empower themselves to create positive changes in their families and to increase their child's abilities to succeed in school."

To get the various groups started, Mission Reading Clinic representatives met with school principals and other staff to decide whether a group might successfully get off the ground in their neighborhood. The schools helped by getting the word out to parents and providing space for the meetings; last year support groups were held at five schools and the Mission Reading Clinic. Parents need not have a child at the school site to participate.

According to Carlos Nolasco, who coordinates and moderates many of the groups, group members must agree to follow three rules to maintain trust and continuity: 1) Listening—only one person speaks at a time. 2) Respect—people have different opinions and views, and members must respect these differences; nothing can be said that might offend another group member. 3) Confidentiality—members do not talk about group members and their experiences outside of the group; in other words, no gossip allowed.

The evaluation quotes parents who experienced a range of positive benefits from the groups. Parent comments included: "Learned to get along with my family," "Learned to sound out domestic problems as they occur"; "I got ideas for the education of my kids, therapy for my family"; "confidence and friendships." Nolasco reports that three women who participated in a group together gained the encouragement and confidence to enroll in the local community college.

The Mission Reading Clinic also offers literacy programs for children and adults. The LaPEP project has been primarily funded by private foundations, the Zellerbach Family Fund and the van Loben Sels Fund. Excellent written materials about the program, including a history and a case-study type evaluation with quotes from participating parents, are available from the Mission Reading Clinic.

MY MOTHER



I Miss my Mother, by Oscar Auzures, a refugee student at Marina Junior High in Los Angeles. He made the painting in a class using the "Forced Out" curriculum (see page 74). Courtesy Alex Zaragoza.

**MULTICULTURAL EDUCATION, TRAINING,
AND ADVOCACY, INC. (META)**

653 11th St.
Oakland, CA 94609
(415) 763-0498

Contact: Peter Roos, West Coast Director

META is a non-profit legal advocacy organization that works to safeguard the educational rights of immigrant and linguistic minority youth. META informs students and their parents about the education to which children are legally entitled, and helps immigrant parents play an active role on their children's behalf.

According to west coast director and educational equity lawyer Peter Roos, "Since the state bilingual education act was vetoed, there have been no real clear guidelines which delineate schools' responsibilities to LEP kids." He says that META focuses on three major goals: increasing resources for programs serving immigrant and linguistic minority students; assuring that pedagogically sound programs are implemented to address the language needs of these students; and removing barriers to the students' full educational participation, such as their immigrant status, the underassessment of their scholastic potential, and unequal access to preschool programs.

In META's Oakland office, Roos and others have created a coalition called the California Educational Rights Alliance. Working directly with immigrant parents regarding their children's educational rights, the Alliance has given presentations to parents in urban areas like East Los Angeles, San Diego and San Francisco, and rural areas like Merced and Turlock. The sessions are translated into Khmer, Vietnamese, Mandarin, Cantonese, Hmong and Spanish as needed, and parents are given written checklists explaining their rights in their children's education. In addition to informing the parents of language rights and the right of their children to attend school, the meetings describe the unequal allocation of resources in the schools. Parents are encouraged to demand equal resources for their communities and children. To help them with this kind of activism, META puts them in touch with local lawyers.

Roos says it is too early to measure what impact the project may be having on immigrant families' lives, but he says he is hopeful. "The parents we talk to are a sponge for this information. They really want to know," he says.

META sends a monthly newsletter with updates to parents who have participated in the sessions. The organization has also produced a manual about monitoring the schools for both lawyers and parents. It is available in Spanish, Cambodian, Vietnamese and Mandarin. META seminars and written materials are available free to communities.

*Los Padres son Maestros—
parents are teachers—is the
message of a video of the
same name made by the
Pajaro Valley Unified School
District (see next page). This
photo is from the project.
Photo © Mary Altier.*



**PAJARO VALLEY MIGRANT PARENT
TRAINING AND INVOLVEMENT**

Migrant Education Region XI
Pajaro Valley Unified School District
440-B Arthur Rd.
Watsonville, CA 95076
(408) 728-6213
Contact: Paul Nava, Director
Lupe Soltero, Teacher
J. Ascencion Saucedo, School Psychologist

In addition to the *Literatura Infantil* family literacy project (see page 118), Pajaro Valley Migrant Education offers regular, heavily attended sessions for migrant parents on such topics as parenting, nutrition, education, community involvement, history through music, and more. Migrant Education Director Paul Nava says attendance has grown after trial and error proved that the sessions needed to be scheduled frequently, twice a month, to ensure that parents who work long, uncertain hours could at some point make a meeting or two. Potlucks, popular musicians from the community and welcoming invitations to events have also drawn the parents out. According to Nava, "The Parent Involvement Program aims to give parents support and encouragement to participate in their children's education. This will establish high expectations and a partnership process that will build up students' motivation and achievement." The program's objectives, he explains, are, first, to increase the academic skills of migrant students through the involvement of their parents at the school site and in their homes, neighborhoods, churches, labor camps and community centers. Secondly, the program provides migrant parents with intensive training to increase their knowledge and skills in the areas of community services, leadership and self-help.

A team consisting of a teacher, school psychologist and—very importantly—a "parent coordinator" runs the meetings. The parent coordinator keeps in close touch with the other parents by phone and in person, guaranteeing that it is they who decide and carry out the meetings' activities. "Fifteen parents came to meetings when I set the agenda," says Nava. "Now seventy come because they are the ones who set the agenda. We tell them, 'These classes are for you.'" Childcare is provided in an adjacent room.

Sessions might include a warmup exercise, such as "What animal am I?" or "Who has birthdays in the same month?" Then, a guest such as a social worker might discuss depression or alcoholism. "They want to talk about violence, they want to talk about television, you name it," says school psychologist J. Ascencion Saucedo, who through the program has been able to lessen many parents' fears and gain their trust about his role with their children. "The cross and garlic eventually stopped coming out every time I mentioned I was a school psychologist," he says. To illustrate how radically some parents must adjust their notions, he describes an encounter that he had with a young migrant mother. He had gone to visit her at the labor camp to discuss a problem her little boy was having in school. The mother hid behind the door and cried, thinking he was going to take her child away.

Other examples of what might go on at a parent meeting include: discussion of the job interview process; planning a scholarship fund and graduation ceremonies for the kids; organizing parents and liaisons to collect food and clothing for distribution to families in need; and helping the parents to understand budget procedures. Participants evaluate what worked at the meeting and then plan the next meetings.

The parent team tries hard to reach the parents of teenagers aged 15 or 16 to stress the

**"Fifteen parents
came to meetings
when I set the
agenda. Now
seventy come
because they are the
ones who set
the agenda."**

Paul Nava

value of education for the future. Parents sometimes pull their children out of school when they reach this age to work in the fields to help support the family. "That's where we really try to convince them that education is the way," says Nava, who himself was a migrant child. Many parents have taken the advice; it's a matter of engaging them into the process, he says.

The Pajaro District produced an educational videotape for Spanish-speaking parents entitled *Los Padres Son Maestros*—Parents are Teachers. Scenes include parents creating positive learning situations through everyday activities such as bathing, dressing, grocery shopping, cooking and working in the garden. It provides parents with information on facilitating language development with children who exhibit delays in their communication skills. The music track contains a range of Mexican songs from the indigenous to the Corrido. The film, produced by Margie Medrano Biddick and John Silver Video Productions, is accompanied by a manual, which includes an English translation of the narration. Information about obtaining the video may be obtained by calling (408) 728-6337.

PARENT EDUCATION BOOKLET

School Committee of the San Gabriel
Valley Asian Task Force
Rowland Unified School District
1830 Nogales St.
P.O. Box 8490
Rowland Heights, CA 91748
(818) 854-8305
Contact: Diane Ho, Public Information Officer

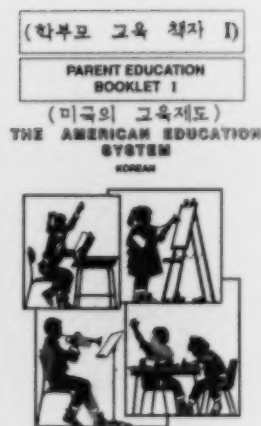
Concerned with Asian immigrant parents' lack of information about the U.S. school system, the San Gabriel Valley Asian Task Force School Committee developed a booklet explaining the major tenets of American schooling. This booklet, along with parent training guidelines, is disseminated by local school districts in the San Gabriel Valley and by the Task Force itself. The Task Force presented the 16-page booklet draft to the Rowland Unified School District, and the district proceeded to publish it in Chinese and Korean.

Key points discussed in the booklet are:

1. Learning takes place through different people, sources, and experiences, such as field trips, team sports, community organizations, and parents.
2. Parent involvement and student success go hand in hand.
3. Learning is enhanced in a relaxed, positive environment.
4. Homework is used to supplement classroom learning.
5. Regular school attendance is necessary for effective learning to take place.
6. School is also a place for personal growth and development.
7. All children with special learning needs also have the right to a free and appropriate education.

Each booklet page presents the information in English as well.

The Task Force is comprised of agencies and individuals concerned about the experiences of Asian youth in the area. The School Committee of that Task Force included representatives from the Special Education Resource Network/Bilingual Unit, Asian Pacific Family Center, Chinatown Service Center, the YMCA, and the Asian-American Drug Abuse Program. These agencies actively work to distribute the booklet and invite anyone interested to make and distribute additional copies. The Task Force is now working on a second booklet about parenting.



The Rowland Unified School District Parent Education Booklet.



*A Pajaro Valley family.
Photo courtesy the Pajaro
Valley Migrant Education
Parent Training and
Involvement Project.*

PARENT INFORMATION CENTER

San Francisco Unified School District
170 Fell Street, Room 13
San Francisco, CA 94102
(415) 565-9616
Contact: Lucy Olivas, Coordinator
Gloria Davis, Coordinator

A Nicaraguan mother in San Francisco does not understand why her child has been placed in a Special Education program. She is referred to Lucy Olivas of the SFUSD Parent Information Center, who goes with her to the school, finds out what the child's problems are, suggests that a new individual learning plan be made for the child, and explains to the mother what it all means. "She was very worried and felt like she was just being taken along for the ride."

Another mother is upset that her son is about to be transferred to another school because of his "defiance of authority." Gloria Davis goes with the mother to the school, and after some discussion it is decided that the boy will have a better chance of succeeding if he is not moved to an even bigger school.

Davis and Olivas are the staff of the Parent Information Center, which opened its doors in summer 1988 as a resource for parents concerned about issues in their children's schooling. Parents may phone or drop by the office anytime; they find a welcoming atmosphere with natural light, comfortable couches and coffee tables, and colorful bulletin boards with pamphlets about various services and programs offered by district- and community-based organizations. The center is located in the same building as the district's Intake Center (see page 16), and newcomer parents learn about it during their child's first assessment and placement in school. Parents come to the center to find out what educational programs are available to their children in various schools; the district has a vast array of magnet program options that may be confusing to newcomer parents. They can find out what their parental rights are vis-a-vis their children's education and learn what kinds of services for parents, such as ESL classes, are available to them.

The Center's writeup states its purpose as "involving parents at the local school site, so as to strengthen home and school communications." For traditionally uninvolved parents, this is often a most difficult and culturally unfamiliar behavior.

"We get every kind of phone call," says Olivas, who also gives workshops teaching parents how to be advocates for their children in the schools. "I just got one this morning from a Vietnamese boy who was very conscientiously calling to say he was sick and couldn't make it to school today. I don't know how he got this number, but he obviously tried to call his school and got transferred to us somehow. Rather than make him go through another call, I went ahead and called the school for him."

**Project Empower
does not stop with
translation services
for Indochinese
parents. The goal is
involvement.**

PROJECT EMPOWER

San Diego City Schools
4100 Normal St., Room 2026
San Diego, CA 92103
(619) 293-8605
Contact: Diana Marshall, Project Leader

Project Empower is a four-year, Title VII-funded program operating in five elementary school sites in San Diego. It is designed for Indochinese Limited English Proficient students and their families. The project has two major goals: to increase teachers' proficiency for working with these students, and to involve Indochinese parents in the schools.

The program's design was based on the research of Jim Cummins, who asserts that minority-language students are empowered when their language and culture are incorporated and given prestige in the school program, when community participation is an integral component of their education, and when teachers are student advocates and expect students to be active participants in learning.

Staff attend intensive workshops to learn the techniques and material tools for teaching sheltered English to their students. In traditional after-school, vacation and Saturday workshops, staff learn about language acquisition, expansion of English for LEP students, experience with the Odyssey literature series, word-weaving techniques, sheltered English instruction, oral and written language techniques, and math workshops. A two-day "mini-institute" dealt intensively with the reading organizer and math series developed by the program, and included workshops on Indochinese culture, language experience and literature for LEP students. The teachers involved in these sessions are requesting still more training about the home cultures of LEP students.

In addition to traditional staff-development techniques, the project has also utilized peer coaching. The model for this is called "cognitive coaching," whereby a specially trained teacher works with classroom teachers through observation and feedback. It is a self-reflective technique. Teachers decide on a strategy they want to improve, set their own goals, and then ask their coach to observe the strategy as they use it in the classroom and help them to reflect on the outcome after the lesson is over. Conferences for teachers have also been held as a part of the staff-development effort. Special curriculum guidelines modifying the districts' core curricula to make them more suitable for use in sheltered English classrooms have also been created.

The parent involvement efforts of Project Empower are led by four community aides who work both in the schools and in the Indochinese community. They provide interpretation and translation for non-English speaking parents in conferences with teachers. All major school communications to parents are translated (weekly bulletins, school policies, etc.) into each of the Indochinese languages.

But the efforts do not stop with translation. The goal is involvement. Parent meetings are regularly scheduled at which community aides lead discussions and make presentations. Specially developed videotapes about school issues, translated into four languages, supplement the presentations. These videos include: "A Typical Day at School" and "Parent Involvement." A more recently developed video, "Discipline," was filmed five times using different sets of actors for each of five languages. Three typical situations in which disciplining a child is necessary are presented, followed by two examples of disciplinary actions. These topics were selected because parents have a great need to learn about the American

school system and their role within it. After the tapes are shown to parents, discussion is crucial because of cultural differences in judging behavior and styles of family discipline. The videos are accompanied by handouts containing helpful information about what parents can do at home to help their children develop and succeed in school. They provide definitions and descriptions of school programs and activities.

Here is a description of one family potluck and parent meeting, written by Lois Hodik:

"It is close to dusk at Chollas Elementary School, but on the school grounds, lots of children of all ages are playing games and running from parents to friends. There is activity everywhere. Groups of Lao men stand in circles talking. Older sisters gossip and giggle with their junior and senior high classmates. Girls play a rope game with skill and agility, jumping higher and higher on the suspended string, capturing it with bare feet and pulling it to the ground. Boys play tag or ball, or go inside to play with puzzles laid out on tables in the back of the room. Arriving mothers pass into the auditorium where they lay out their eggrolls, noodles or steamed rice dishes on one of four long tables. The smells are mouth-watering.

"Mr. Johnson, the principal, and several sheltered English teachers greet parents as they arrive and coax families into the auditorium so the meal can begin. Parents find seats at student lunch tables lining the room. As one of the leaders of the Lao community gets up to introduce Mr. Johnson, the room grows quieter. Mr. Johnson greets the parents in Lao. Though it is not his own language, parents understand his message, smile and clap their appreciation. He invites people to serve themselves from the buffet at the front of the room. But according to Lao custom, it is the principals and teachers who are the honored guests, and they must serve themselves first.

"Kentucky fried chicken and cookies and cake, homemade and store-bought, make this a cosmopolitan banquet. Educators, parents and finally children heap their plates, and then join small groups to eat. Teachers and administrators try to spread themselves out in the crowd. One teacher, her husband and small baby sit with a group of parents, only one of whom speaks English. But the baby commands the attention of all the adults, bridging the language gap with his infant cuteness. The children do not sit with their parents, but with their friends at the game tables. Some pass glasses of soda and sweet-

Regat Embay, Senbetu Gebrekristos and Elisa Teklesenbet, refugees from Ethiopia, are dressed here for the baptism of Regat Embay's baby. The photograph appears in Ulli Steltzer's The New Americans, which presents the images and voices of immigrants making the transition to the United States (see bibliography page 164). Photo © Ulli Steltzer/ New Sage Press.



See also:

ABC Unified School District,
page 140

Alhambra Unified School
District Newcomer
Orientation Centers, page 12

Chinatown Youth Center,
page 38

Hawthorne Elementary
School, page 134

Irvine High School
Intergroup Relations
Program, page 62

Korean Youth Center,
page 84

National Youth Project Using
Mini-Bikes, page 35

Nessah Israel Hebrew
Academy, page 41

Project EXCEL, page 86

Refugee Women's Program,
page 88

San Francisco School
Volunteers, page 89

Search to Involve Pilipino
Americans, page 42

Southeast Asian Youth
Center, page 43

Take Home Computer
Program, page 98

hot sauce to the adults' tables. At the parents' insistence, the tasty leftovers are wrapped for teachers and educators to take home.

"As soon as the food and tables have been cleared up, parents and teachers move into the library, where a large television and rows of chairs are set up. Some of the children remain in the auditorium to color, do jigsaws, or work puzzles on ditto sheets, all supplied by the school. Others go home with older siblings or a parent. About 35 adults remain for the parent meeting. Women sit in front, the men in back, and the teachers stay on one side of the room or stand in front. Mr. Johnson begins the meeting by introducing all the teachers and guests. One of them is Mr. Hongthong from the District's Second Language department. He speaks briefly, welcoming parents and telling them how important their involvement in school is for their children.

"Darouny, the community aide, comes to the center and introduces the videotape. She tells everyone that it will explain what happens during 'A Typical Day at School.' The lights are dimmed, the tape turned on, and everyone watches a girl arrive at school, participate in opening ceremonies, reading, math, language group, lunch, and other school activities. The video ends as she walks home, hand in hand with her mother, who has come to pick her up.

"Darouny talks a bit about the video, tells a story or two that elicit laughs from the parents, and asks if they have any questions. A man in the back of the room asks, 'What happens when a student misbehaves at school?' Darouny interprets for Mr. Johnson, who explains in English that first, the parent is called. The child may be put in the discipline area for lunch or kept from recess. If the behavior persists, the student is sent to see the vice principal. Some students are suspended from school or sent to another school if they continue to misbehave. Darouny translates the answer into Lao, one sentence at a time. Another parent asks, 'What if a child has an accident on the way to or from school?' 'If the accident is close to school and we know about it, we will call the child's home. If it is a serious accident, we will call an ambulance. The hospital will have to wait to hear from the parent.' After a few other questions and answers, the principal says that a committee is needed to work with the school to plan activities for the rest of the year.

"There are announcements of upcoming school activities. Parents are invited to an open house next month where they can go anywhere in the school and discuss any changes they want made in the school program. Next month, sixth grade students will go to camp. Two parents are needed to accompany them. This announcement causes unrest and murmuring among parents. The notion of "camp" has negative connotations for some of these adults, who have lived in camps in their native countries. They are concerned about their children's safety, particularly because of a recent incident in the news about a child lost from a family campground at nearby Mount Palomar. The principal, teacher and community aide do their best to explain the purpose of sixth-grade camp, its safety, and the benefits for the children of seeing plants and animals in natural surroundings.

"The meeting ends with Mr. Johnson's thanks to the parents for coming and for the wonderful food. This approach to parent involvement—utilizing parents as actors for the videotapes, creating out of parent meetings an opportunity for potluck dinners, addressing the parental need for a forum to discuss cultural issues relating to their children's participation in school—is very successful, and has greatly increased Indochinese parents' involvement in the schools. Copies of the videotapes and their accompanying transcripts and hand-outs are available from the project, as is a thorough project evaluation.

Literatura Infantil: Binding Families Together

Based on the writings of Alma Flor Ada and Rosalma Zubizarreta

DR. ALMA FLOR ADA is a children's book author and director of the University of San Francisco's Ed D Multicultural Program. She also is the innovator of the Literatura Infantil process for helping parents and children read and learn together. Children's literature is the heart of this process, which Dr. Ada first piloted with migrant farmworker parents in the Pajaro Valley School District in Watsonville. The following description of the Literatura Infantil "experience" is adapted from writings by Dr. Ada and her daughter Rosalma Zubizarreta, a bilingual teacher in San Francisco. The two also recently wrote Language Arts Through Children's Literature, a guide for bringing multicultural, bilingual books into the classroom. The guidebook is available in English or Spanish through Children's Book Press, (415) 655-3395. Last fall, Watsonville's Region 11 Migrant Program assumed sponsorship of the children's literature project, now funded by the State Department of Migrant Education. Children's literature projects also exist in Hayward, San Francisco, and Santa Barbara. For more information about starting a project, contact Dr. Ada at (415) 341-2562 or Watsonville Migrant Education Director Paul Nava at (408) 728-6213.

A YOUNG Latina mother, somewhat intimidated in front of a group of nearly a hundred people, is about to read a story written by her daughter Araceli. She hesitates, unsure whether the story is appropriate, and apologizes because it contains words she considers unseemly.

At last, she holds up the title page of Araceli's book, made by photocopying drawings and sentences onto colored paper. The page shows a man in field worker's clothing, boots and a hat. He holds a long whip in his hand. A small girl stands next to him, barely reaching to his knee.

The mother begins to read in Spanish: "I am going to tell you a story about a father who returned home from work very angry." Here, the mother interrupts to explain: "All of this is true. My husband is much older than me, and he comes home very tired. And if the children are talking loudly or making noise, he gets upset, and," she adds with obvious pain, "he sometimes scolds and even punishes them."

She resumes reading the story. When the father returned home upset, his daughter learned he was tired. At that point, the story reads, "The old man received a big surprise. His little daughter told him, 'Look, Father, I have a cure for your tiredness. I will tell you a very pretty story that Mother read me from a book' . . . and the story was so amusing that the father forgot how tired he was and he laughed and hugged his little daughter and gave her a kiss." Araceli, the five-year-old author of this story, has discovered a small miracle: not only can books be entertaining, but they can influence reality—Araceli can put her elderly father in a good mood when he comes home exhausted and angry. So powerful is this discovery that Araceli turns it into a story and has her sister write it down for her.

The experience prompted Araceli's mother, who read her daughter the original story that Araceli in turn told her father, to overcome her nervousness and share her daughter's book before the large crowd. Araceli's mother and the other parents participate in an innovative children's literature discussion project designed for parents by the Bilingual Program of the Pajaro Valley School District in Watsonville.

Since February 1986, 60 to 100 Spanish-speaking parents have gathered monthly to talk about children's literature. They read books published in Spanish and stories and poems written by their children. Through this project, parents—many with little schooling—learn

Araceli, the five-year-old author of the story, has discovered a small miracle: not only can books be entertaining, but they can influence reality.

Children need to develop skills in their home language because this is the language in which the parents can best offer help.

to encourage their children to write. And the parents have begun to write themselves.

Project founder Dr. Alma Flor Ada, a children's book author and director of the University of San Francisco's Ed D Multicultural Program, says the program was designed with two key understandings: the importance of parent involvement in children's education and the need to help parents recover their sense of dignity and identity.

The Pajaro Valley School District serves a mostly rural population of 14,497 students in the area surrounding Watsonville. Half are Hispanic; 26.9% are migrant children. One-third of all students do not yet speak English fluently. The drop-out rate for Hispanics is 53.6%. These children provided the original inspiration. Ada was brought into district classrooms as a role model: a Latina who had distinguished herself in a creative endeavor. As part of a "Meet the Author" program which until then had featured only English-speaking authors, Ada told her stories, explained how a book is made, what motivates an author to write, and her own feelings about her mother tongue and her decision to speak and write in Spanish.

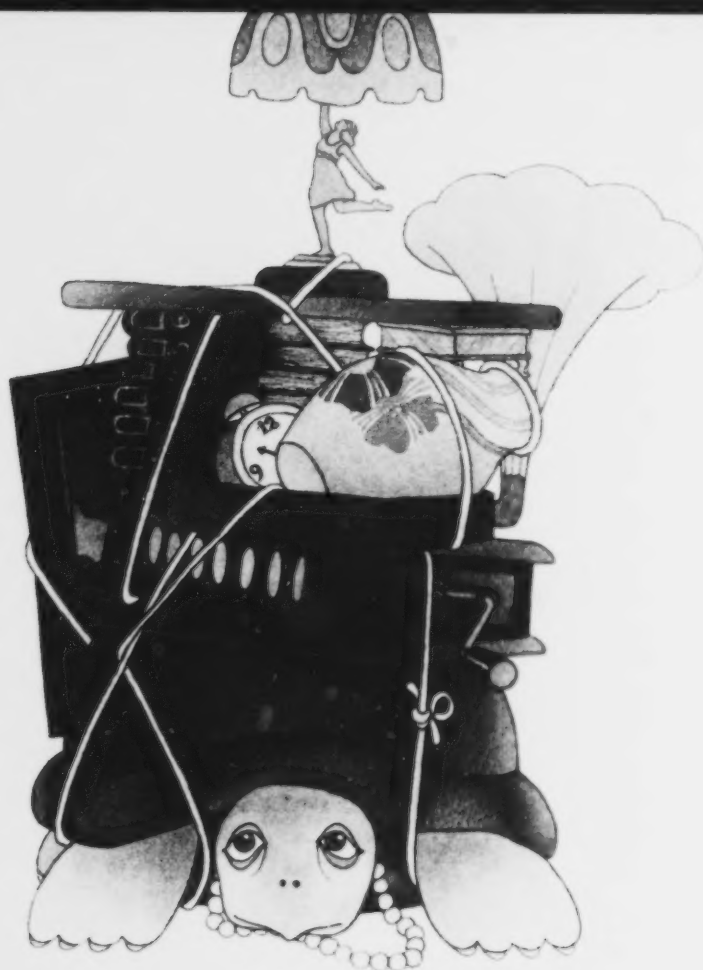
The children's enthusiasm was enormous. They had already read Ada's books and had written stories themselves. She assured them that everybody can write. When a third-grade boy asked, "Well, what advice would you give to future writers?" Ada and others knew that a spark had been lit that they wanted to keep alive.

If the strategy worked for children, perhaps it could work for adults, too, thought former Bilingual Program director Alfonso Anaya. He envisioned a project that would strengthen interaction between parents and children, home and school, and help improve reading and writing skills. Ada and school officials planned carefully. To put parents at ease, they chose to meet in a pleasant, roomy, well-lit library rather than a schoolroom. The parents often associated schools with fear and failure because of their own lack of academic success, or because they usually visit a school only when their children are in trouble. The library was a "special" place that surrounded the parents with books, reinforcing the message Ada wanted to convey. Children's literature, rather than an academic subject, would be the lure. Said Ada: "Children's books would seem less threatening."

The tone of the meetings had to be special, too. Children were sent home from school with invitations in Spanish asking parents to meet a writer of children's books. To encourage attendance, teachers' aides offered rides to parents who lacked transportation, and provided children of all ages with a parallel program nearby, with films and storytelling.

At the first meeting, Ada told nearly a hundred parents that their children—each and every one of them—represent the future of the world. Parents are the first and best teachers, she said. They can influence academic progress by helping their young ones develop skills at home, such as language acquisition and reasoning. Children need to develop these skills in their home language, Ada said, since this is the language in which the parents can best offer help. "There is nothing negative or pejorative about the use of Spanish," she said. "Spanish is, in and of itself, a language of great international importance. The use of the mother tongue and the transmission of that language to one's children is an inalienable right." Ada told the parents that a well-developed home language is actually the best basis for the acquisition of a second language, and that rejection of language and identity can cause psychological harm.

Parents were deeply moved. Said one mother: "No one has ever told us that our children are worth something, and no one has ever told us that we are worth something."



Parents were touched by Clementina, who yearned for the chance for a more meaningful life. From Arturo y Clementina/Courtesy Iaconi Book Imports

For that first meeting, Ada selected five outstanding children's books. She read them aloud to the parents as they would be read to children—by dramatizing the actions and showing the illustrations. She wanted to show parents that there are beautiful, well-produced Spanish-language books of which they can be proud. A brief discussion of the books followed. Then each parent selected one book to take home.

From the second session on, the parents have been meeting first in small, teacher-guided groups according to which book they selected the previous month. They talk about their experiences over the last month. Then, all together, they read and listen to some of their children's stories. Finally, new books are presented and new small discussion groups are formed. A critical analysis of the stories precedes application to real-life situations.

Often, these discussions are dramatic. During the ninth meeting, *Arturo y Clementina* by Adela Turin and Nella Bosna was presented. In this richly illustrated book, two turtles, Arturo and Clementina, meet on a beautiful spring day and fall in love. Clementina has ambitions and dreams of traveling around the world. Arturo listens vaguely, but instead of traveling with Clementina, he assumes the responsibility of catching enough fish for the two of them, while she is reduced to waiting by the pond for his return. When she begins to feel bored, she decides that she would like to paint or learn to play the flute, but her proposals are emphatically rejected by Arturo, who doesn't believe Clementina has the talent to paint or play. However, he does bring her gifts: a record player, then a painting done by an artist friend of his, and other things. Arturo ties them all onto Clementina's shell.

More and more floors must be added to the house. Clementina spends all of her time cleaning and polishing her possessions, and since her home is so heavy, she can no longer move it.

Then, on another spring morning, Clementina quietly decides to leave her house and go

for a short walk. She returns right away, before Arturo is due home from work, but she keeps taking more walks. Since Arturo cannot understand the reason for Clementina's newfound smiles, he does not hesitate to pronounce her a fool—until the day he returns to find an empty house.

He does not understand Clementina's ingratitude. "She had everything. A 25-story house, and every floor filled with treasures!" As for Clementina? She is probably still traveling, painting and playing her flute in a remote corner of the world.

Ada hesitated to use this book or any of the books in the series "In favor of girls"—not because she doubted the importance of non-sexist themes, but because she feared that a feminist emphasis might antagonize parents, especially the large number of men. But rather than alienating parents, *Arturo y Clementina* generated discussion of insensitivity, dependence, and lack of communication in various circumstances beyond the dynamic between the sexes. The discussion was full of surprises. Many reported they commonly felt unappreciated, frustrated and fearful when others did not believe in their potential.

One mother commented that she often feels like Clementina. Although her husband was a very good man, he did not believe in her ability to study and to learn English. "Nonetheless," she said, "I am not remaining silent like Clementina did, but instead I make him see that I can do things."

One man saw his own attitude reflected in Arturo. The father habitually left all responsibility for the children to his wife. "Maybe what was happening to Clementina was that she was carrying too much weight," he said. "This makes me think that maybe my wife needs more of my help, and most

of all that I listen to what her problems are."

The literature project was also intended to stimulate parents' interaction with children. With each book, parents received lists of questions to inspire home discussions, suggested activities related to the book, and a blank book in which their children might be encouraged to write their own stories. "It was essential that parents spend time every evening with their children and with a book, and that at all times they encourage the children to reason and to express themselves clearly," Ada said.

Home experiences have been positive. Parents have begun to read aloud to their children, and youngsters have brought home books from the school library. At the first meeting, none of the parents had public library cards. Nine months later, almost everyone reported several visits to the library to check out books, often with their children. One father placed a blackboard in the garage so that he could write a question for his children to answer, in writing, when they came home from school. A family discussion would follow.

When teachers' aides took videotapes of the meetings into the community, parents had a chance to re-analyze the discussions. Children felt double pride in seeing their confident, self-assured parents as characters on the TV screen, and in hearing their own stories being read aloud.

Parent empowerment—an explicit goal of the project—increased, too. Parents have gradually replaced teachers as facilitators in the small-group discussions, and many petitioned the district school board for a meeting to talk about the academic future of their children. Other parents gave presentations on the use of children's literature at the Regional Migrant Education Conference.

Many parents—some for the first time—bought books for their children. Of even greater importance: the parents suggested that their children's stories were so good that they should

***The parents suggested that
their children's books were
so good, they should be
compiled into a book.***



Literatura Infantil
"graduates." Photo courtesy
the Watsonville Register-
Pajaronian.

be compiled. A book is in progress, with illustrations done by the children. "We've discovered that our son has a talent for drawing," said one father proudly. "Maybe someday he will be an artist."

Parents also report that their children are growing more and more enthusiastic about reading, including reading in Spanish. One mother noted her son has blossomed. "Before beginning this program I was not aware that he was so special," she said during a meeting. "But seeing how much you have praised what he's written, I have begun to take much more notice of him, and now he has been chosen for a program for gifted children." And then she added, with a big smile, "And I have blossomed too, because I have brought here tonight a story which I have written." Her story was an excellent version of a fairy tale she had heard as a youngster.

"I discovered my children can write," one man said. "But also I have discovered something personal. I have discovered that by reading books one can find out many things." Upon bringing his children to the library, he discovered books about his own culture. "Now I am finding out things I never knew about our roots and about what has happened to them and I have discovered that I can read in Spanish about the history of this country and of other countries."

The meetings also gave parents a chance to know and trust one another better in an impersonal, fearful society, one father said. "Maybe after seeing each other at these meetings, we might be able to help one another more." Another father added, "In these meetings, we can learn to talk without being embarrassed or shy; it is very important to get rid of our inhibitions, because it is very difficult to talk in public."

Concluded one mother: "Ever since I know I have no need to feel ashamed of speaking Spanish, I have become strong. Now I feel I can speak with the teachers about my children's education and I can tell them I want my children to know Spanish. I have gained courage."



Teacher Training

As California classrooms become increasingly multilingual, multinational and multi-racial, teachers need new levels of knowledge and understanding about the specific cultures and backgrounds represented in the classroom. They must acquire skills for crosscultural communication. The lack of developed models for instructional approaches makes the teacher's task all the more complex. Too few teaching materials are designed to make the multinational classroom workable, to capitalize on the richness of diversity, and to deepen the educational experience for all children.

Hearteningly, new instructional strategies have been piloted, such as sheltered English, cooperative learning, total physical response, whole language approaches, multicultural education, global education and others. But implementing these approaches and adapting them to the individual problems of each classroom takes time and tremendous effort. Teachers, recognizing this, have flooded staff-development programs with requests for training focusing on ethnic and linguistic diversity in the classroom.

Many superb resources are available for staff development, including the contacts listed throughout the chapters of this compendium. The State Department of Education's Bilingual Education Unit has a directory listing individuals available to do in-service trainings about crosscultural issues and language acquisition. Rather than offer a similar list, we have chosen in this chapter to focus on staff development programs that train teaching staff to be adequately prepared for the diversity in the classroom.

CAREER LADDER FOR BILINGUAL AIDES

Stockton Unified School District
Office of Bilingual Education
701 N. Madison St.
Stockton, CA 95202
(209) 944-4514
Contact: Dorcas Lopez, Bilingual Education Coordinator

Many districts in California are struggling to find bilingual teachers qualified to meet the needs of Limited English Proficient students. As the LEP population increases, this shortage becomes ever more critical. In order to widen the pool of bilingual and crosscultural teachers in Stockton public schools, all bilingual aides employed in this district are strongly encouraged to become credentialed teachers. Using Title VII and EIA monies, the district subsidizes the tuition and books of those bilingual aides who enroll in college and in teacher preparation programs, often in surrounding area colleges such as Delta Community College and CSU Stanislaus. Some bilingual aides have also received grants that, along with the district monies, enable them to go to the private University of the Pacific. To stimulate aides' interest in getting credentials, District Bilingual Coordinator Dorcas Lopez sends a personal letter to all the aides about this program, and asks principals at the school sites to encourage the aides to choose this option. The district personnel department also advertises the program in employment announcements.

At this point, more than 20 bilingual aides in the Stockton schools are seeking their teaching credentials through the program. One Vietnamese aide, not excited about the program when he saw the teacher salary scale, decided to sign up for the career ladder when he saw the salary potential and possibilities for effecting change by working as a principal.

The tremendous advantage to the district of such programs is twofold: one, the pool of bilingual teachers increases and two, these teachers already are familiar with the schools and with Stockton and its immigrant neighborhoods.

All bilingual aides employed in this district are strongly encouraged to become credentialed teachers.

Facing page: Kaiser Elementary School in Oakland. Photo by Kingmond Young.

CENTER FOR ACADEMIC INTERINSTITUTIONAL PROGRAMS

University of California at Los Angeles (UCLA)

Gayley Center, Suite 304

405 Hilgard Avenue

Los Angeles, CA 90024

(213) 825-2531

Contact: Faye Peitzman, Director,
Teacher Researchers' Project

**A four-week
Humanities Institute
focused on literature
of the Pacific Rim.
Last year it focused
on Hispanic
literature; next year
it will focus on
African and African-
American literature,
with the following
year devoted to the
literature of Native
Americans.**

CAIP, the Center for Academic Interinstitutional Programs at UCLA, offers a variety of professional development opportunities for teachers, including many programs specifically for teachers of Limited English Proficient students. Intensive Summer Institutes and one-day workshops are offered throughout the school year for interested teachers. CAIP also offers a professional development workshop series, which may be contracted by a school or district and tailored to the individual concerns and needs of its faculty.

The Teaching Analytical Reading and Writing Project focuses specifically on curriculum and instructional strategies to help secondary-level LEP students develop the skills to understand readings and write essays similar to those required on the University of California's Subject A Examination and California State University's English Placement Test. This project brings resource people from UCLA's Linguistics, Education and Writing faculties to work with teams of ESL teachers from schools to create the curriculum materials and approaches needed for the classroom.

This project has produced an excellent book, *Teaching Analytical Writing* (available from CAIP), which includes papers developed by twelve teachers who participated in the project and subsequently implemented the techniques in their classrooms. One of the book's premises is that analytical thinking, reading and writing are well within reach of all students; to this end, the text offers practical teaching strategies and writing tasks. The book also includes examples of prompts and papers used in university-level examinations and courses, samples of lessons to help students rethink and revise their writing, and a consideration of the special needs of ESL students.

A second CAIP publication, *From Literacy to Literature: Reading and Writing for the Language Minority Student*, is a sourcebook for teachers in ESL classrooms. Its five chapters highlight multisensory involvement for ESL students (Total Physical Response), the use of folk tales, developing a strong oral base, models to help relieve the fear of a blank page, ways to structure and grade summary writing, and a model program tested in a majority Hispanic school. The book was written by the California Writing Project participants who teach ESL students.

The Summer Institute offers a range of workshops and courses for teachers concentrating on specific topics and curricula. After an introductory workshop that exposes teachers to teaching research and methodologies, past institutes have focused on math, humanities, science or some other subject. For instance, a four-week Humanities Institute for secondary teachers of literature and history focused on Pacific Rim literature to enable teachers to introduce their classes to works reflecting the cultures of children in California schools. Last year the Humanities Institute focused on Hispanic literature; next year it will focus on African and African-American literature, with the following year devoted to the literature of Native Americans.

During the school year, schools or districts may contract CAIP to provide a series of ten two-hour faculty workshops tailored to meet the needs of the particular school. Among the



Hidalgo School in Fresno.

Photo by Robert Scott

© Radio Bilingüe.

300 potential presenters of these workshops (all Fellows of the UCLA Writing Program) are specialists working with Limited English Proficient students. CAIP also offers one-day workshops for any interested individual teachers. For example, workshop offerings in fall 1989 include one on cooperative learning by Spencer Kagan and one on Teaching Analytical Writing for the ESL Student. The UCLA Chancellor's Conference on Composition and Literature in 1989 will devote attention to ESL students and to literature from cultures not usually included in school curricula. Ongoing professional development workshops and study groups are facilitated by CAIP as well.

News about upcoming professional development opportunities can be obtained from the CAIP office. The *CAIP Quarterly* newsletter also lists these activities and reports on themes of contemporary importance to teachers and educators involved in their projects; a recent special issue focused on "The Multi-Language Challenge."

INTERCULTURAL COMMUNICATION INSTITUTE

8835 SW Canyon Lane, Suite 238

Portland, Oregon 97225

(503) 297-4622

Contact: Milton and Janet Bennet, Directors

The Intercultural Communication Institute, a non-profit organization designed to foster an awareness and appreciation of cultural differences, was housed for years at Stanford University; many California professionals are therefore still involved. The institute is based on the belief that education and training in intercultural communication improve competence in dealing with cultural differences and minimize destructive conflicts among national, cultural and ethnic groups. It provides professional services that enhance the effectiveness of face-to-face interactions between people from different cultural backgrounds. It also tries to promote curiosity rather than animosity towards those who are "different" and to ease tensions among members of racially different groups.

The 52 teachers from the first Modesto MTTI class are set to "graduate" in June 1991, and will take their knowledge to their peers at their own school sites via presentations about teaching language acquisition.

ICI sponsors Summer Institutes every year, offering workshops in three sessions. Session I is a three-day workshop in which participants receive a succinct, condensed survey of the theory and practice of intercultural communication. Session II includes seven concurrent workshops stressing various professional contexts in which the discipline of intercultural communication is practiced. Attendees get extensive information, resources and practical direction for program development. For example, one workshop, "Teaching Intercultural Communication," suggests materials, educational strategies and other resources helpful for designing an intercultural communication curriculum. Other workshops include: "Counseling Across Cultures" and "Intercultural Communication in the ESL Classroom."

Internships, financial assistance and tuition reductions are available to offset the costs of attending these workshops. Graduate-level college credit is also granted.

In addition to the Summer Institute, ICI's network of intercultural communication specialists can provide in-service trainings or educational seminars in most areas.

MTTI—Multi-District Trainer of Teachers Institute

University of the Pacific

School of Education

3601 Pacific Ave.

Stockton, CA 95211

(209) 946-2682

Contact: Heriberto Jaramillo, Coordinator

Dr. David Baral, Director

Two years ago, a Multi-District Trainer of Teachers Institute was established in the Modesto City Schools by then-bilingual coordinator Francisca Sanchez. Based on Margarita Calderon's model, the Institute is a three-year program which trains teachers in the theory and practice of language development for non-native speakers, as well as in techniques for training other teachers with these skills. Sanchez founded the MTTI in Modesto on the philosophy that it is unrealistic to assume teachers can educate their increasing population of LEP students without special training—training not available from some schools of education that are slow to acknowledge and respond to changing classroom demographics. Her goal was to retrain the teachers in Modesto and surrounding districts. She launched not only the Modesto Sheltered English Academy (see page 131), but the MTTI, which is considered by many to offer the best long-term training for teachers of language-minority students.

Starting with fall 1989, the administration of the MTTI has been assumed by the University of the Pacific School of Education in Stockton. Teachers from any district may enroll, and will have access to the university's library and facilities. Trainees meet approximately 20 times during each school year at varying sites, usually on Saturdays with a few release days. The first year is devoted to theory and structures for language-minority students; the second year trains teachers to build a repertoire of classroom instructional strategies based on the theory they learned the previous year. The third year, trainees learn to train other teachers; during this year, MTTI also invites experts from around the state. For example, sessions in 1988-89 included "Cultural Factors Affecting Language Acquisition/Development and Academic Achievement" with Terry Tafoya and Carlos Cortes, and "Development of Literacy Skills" with Stephen Krashen. To overcome the difficulties in applying theories to real classroom situations, the trainees use peer coaching, cooperative learning, and whole language approaches.



*Elementary School in
Santa Maria.
California Tomorrow photo.*

The fifty-two teachers from the first Modesto MTI class are set to "graduate" in June 1991, and will take their knowledge to their peers at their own school sites via both informal and formal presentations about teaching language acquisition. Thirty-seven teachers are now in year two of the MTI. The Modesto MTI was originally funded by Title VII money. The fee for teachers attending the MTI is approximately \$500 per year, ordinarily paid by a teacher's district. The new MTI coordinator, Heriberto Jaramillo, says UOP will continue the precedent of bringing in top-notch experts from across the nation to present at the MTI seminars.



*Malay school girls in song—
One of the images used by
David Gilbert of Insight in
his visual workshops for
teachers and students about
the experiences of
immigrants and refugees (see
page 77).*

Photo © David Gilbert.

NOTTINGHAM ELEMENTARY SCHOOL

Norwalk/La Mirada Unified School District
11960 East 162nd Street
Norwalk, CA 90650
(213) 926-2365
Contact: Ramona Lopez, Principal

The 1989-90 school season will be the final year of a teacher training experiment in the Norwalk/La Mirada Unified School District in Los Angeles County. For the past five years, the district has conducted teacher induction and training at Nottingham Elementary School, using a team teaching approach to coach instructors in techniques of second language acquisition. Each teacher who trains at Nottingham also learns how to train others; "graduates" are placed in district schools whose principals want them as team leaders for as-yet-untrained teachers. The goal has been for all teachers in the district eventually to acquire the special language-acquisition training. "There is still the perception among educators that that's the bilingual teacher's job," says former principal Marilyn Smith. "But we have all gradations of language proficiency reflected in the classroom, so we have to have ongoing ESL activities throughout the instructional program."

Ninety-five percent of Nottingham's students are Latino; 60% LEP. Therefore, the teachers focus primarily on teaching English to Spanish-speaking children and emphasizing content subjects while helping children to maintain their first language. "A lot of our training for teachers is geared towards understanding and accepting the child's culture, and making the child feel good about his or her culture," says Smith. "We rely on the literature by people like Bruce Joyce and Beverly Showers, and try to see how you get the classroom implementation of a theory." This research-based approach is fundamental to the program, which was founded by Dr. Madeline Hunter.

The school has 25 classrooms and six teaching teams, each responsible for two grade levels and about 120 children. Each team has 1) a leader with specialized training in second language acquisition and at least five years in the classroom, and 2) usually three other

teachers, some from within the district who want to grow professionally and some recruited from the universities. One-third of the teachers on the teams are bilingual. All are trained in ESL. The teaching teams hold weekly team meetings to evaluate school activities, the curriculum and individual students' progress. Teachers in the program must also satisfactorily complete a two-year course of study, present a cumulative set of lessons for evaluation, and demonstrate competency at the end of two years.

However, the project has received mixed reviews from the community. While the school reported excellent attendance and a "steady increasing trend" in students' performance, parents disagreed. They said their children were not learning as well as had their older daughters and sons at Nottingham prior to the teacher training experiment. The parents expressed concern that, with instructors transferring out of Nottingham regularly, their children never had a chance to be taught by veteran teachers. The school board decided to end the program in 1990. But new principal Ramona Lopez says she hopes that all those teachers who gained language acquisition techniques through the program will still be utilized to train teachers throughout the district.

The Nottingham School teacher training program is supported by Chapter 2 funds for research and development. It also uses categorical School Improvement Program funds and a Chapter 1 resource teacher to help with instructional content.

PROJECT NEW AMERICANS

Immaculate Heart College Center

10951 West Pico Blvd.

Los Angeles, CA 90064

(213) 470-2293

Contact: Erica Hagen, Project Coordinator

Immaculate Heart College's "Project New Americans" provides in-service training programs for teachers who work in schools with ethnically diverse populations; the project is also a source of accurate information on the state's new immigrant and refugee populations. The project's stated objective is "To turn inhospitable campuses scarred with prejudice and misunderstanding into ethnically diverse, positive learning communities."

The coordinator of Project New Americans, Erica Hagen, lived in refugee camps in Thailand for 18 months in 1980, teaching English to refugees and training teachers for the consortium of Save the Children, Experiment in International Living and World Education. She has traveled to refugee camps and villages in El Salvador and Nicaragua and toured the U.S., meeting and staying in the homes of refugee families and observing the problems of acculturation they face. The training she provides to educators and community groups includes slide shows and problem-solving exercises in which participants consider various situations that might arise when they work with immigrant youth.

Example: "What is going on here? A teacher, Mrs. Johnson, has been trying to explain to Sucheath about her homework assignment. As usual, Sucheath stares off into space while she is being spoken to. Finally, Mrs. Johnson loses patience with her and says, 'I wish you would look at me when I'm speaking to you!' Sucheath lowers her eyes and smiles broadly." In Sucheath's culture, it is a sign of respect to lower your eyes and not look an adult in the face when he or she is speaking to you. For Mrs. Johnson, that behavior is a sign of aversion or disrespect. This is an example of differing cultural expectations and behaviors.

Example: "In working with an interpreter, you may occasionally ask a short, simple question, and then experience a translation that would fill a paragraph or a page. This is to

**In Sucheath's culture,
it is a sign of respect
to lower your eyes
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of aversion or
disrespect.**

be expected. It is important to patiently allow the interpreter the time that s/he needs—True or False? Why or why not?" This example raises several issues, including the dis-ease we feel when we cannot understand what is being said in another language and the difficulty of direct translation when language and cultural experiences differ sufficiently to make an exact word-for-word translation useless. In the presentation, Hagen also demonstrates common gestures which are offensive to students from other cultures. In some Asian cultures, a beckoning index finger is only suitable for calling an animal or provoking a fight, she explains. A "thumbs-up" in Iran, rather than a positive signal, is downright obscene.

Project New Americans makes presentations to teachers, administrators or students.

SHELTERED ENGLISH ACADEMY

Modesto Unified School District

Bilingual Education

426 Locust Street

Modesto, CA 95351

(209) 576-4057

Contact: Edmund Lee, Bilingual Education Coordinator

Jan Berry, Staff Development Director

He remembers the exact day and time twenty years ago in high school when one of his own teachers told him, "You chinks are all good in math." He even remembers the tie the teacher was wearing.

At the Boy Scouts of America Headquarters on a foggy Central Valley morning, 35 teachers sit in small groups telling each other about their all-time favorite vacations. They are not practicing escapism from their students—far from it. Instead, the teachers are practicing cooperative learning, part of their training in the Modesto Unified School District's Sheltered English Academy. They are learning the Sheltered English instructional approach in order to better teach their content lessons to their LEP students. (The session leader, staff development director Jan Berry, brings up a point during this exercise: many immigrant children are poor and do not take vacations, and their "trips" have often been dangerous and/or represented the uprooting of their whole lives. These are factors to be reckoned with when selecting topics for students to discuss.)

The Sheltered English approach groups together children who are Limited English Proficient for content area instruction, which is taught in English at increasing levels of complexity. Their instructors, trained in second language acquisition, use vocabulary, language and instructional techniques in ways that make the content area comprehensible while simultaneously developing the students' English language comprehension.

Training is offered in five full-day sessions that include cooperative learning; the changing demographics in California classrooms; methods for rethinking and restructuring classrooms for more task-based activities; lesson design; and multicultural issues.

In another presentation, teacher Gordon Chan holds up a stick drawing of "Little Susie," a Chinese girl, and tells a story about her. Every time Little Susie's schoolmates make mean racial remarks about her, her feelings are very hurt. To demonstrate how badly she feels, Gordon tears and crumples Little Susie's picture each time she must endure another insult. Even when her schoolmates in the story try to iron her out or tape her together, as Chan does, Susie is still scarred. Chan says he uses this simple image lesson even with testy high school students to teach them about the impact of ignorant insults. He tells the group he remembers the exact day and time twenty years ago in high school when one of his own teachers told him, "You chinks are all good in math." He even remembers the tie the teacher was wearing.

The cost per session for each teacher attending the Sheltered English Academy is \$62, which is covered by the district; other districts may also enroll teachers in the program.



Teacher Gordon Chan tells the story of Little Susie and the pain caused by racial ignorance. The scene is a meeting of the Modesto Unified School District's Sheltered English Academy. Photo by Carol Dowell.

See also:

- ABC Unified School District, page 137
- A World of Difference, page 49
- Coalition to Aid Refugee Survivors of Torture and War Trauma, page 39
- Hawthorne Elementary School, page 134
- Hayward English Language Center, page 19
- Insight, page 77
- Irvine High School Intergroup Relations Program, pages 54 and 62
- New Faces of Liberty, page 80
- Pacific Oaks Anti-Bias Curriculum, page 81
- Project Empower, page 115
- Sacramento Unified School District Education for Cultural Inclusion, page 50
- San Diego Race/Human Relations Program for Staff, page 58
- San Francisco School Volunteers, page 89



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9 Working Towards a Comprehensive Vision

CALIFORNIA boasts a growing number of groundbreaking, innovative and effective programs and services for immigrant children. But *comprehensive* approaches addressing a broad range of educational needs and other issues for immigrant children are rare. While a district may have developed an excellent assessment center, the same district may offer very few appropriate placement options for children whose academic needs have been thoroughly assessed—for instance, adolescents arriving with little or no prior schooling. Similarly, there may be in a school a single history teacher whose students document their family histories and immigration journeys as the basis of a unit on immigration, but other social studies and history classes in that same school may be wholly void of student-based curricula or any focus on the significance of immigration. A district may provide special newcomer orientation and language support for some grade levels but not others. This book has been developed to help school sites and districts think about the “big picture” when designing a comprehensive network of educational services for immigrant students.

This chapter presents two portraits—one individual school and one district—working toward comprehensive visions. The approach of each is unique, responding to the specific populations of immigrant children, the configuration of the community, and the strengths and weaknesses of the school system. Both Hawthorne Elementary School in San Francisco and the ABC School District in Southern California consider themselves to be in the process of refining their visions and discovering new and better ways to achieve their commitment to the education of immigrants and all youth. Their efforts show how much work and how much change are necessary—as well as the excitement of their successes.

HAWTHORNE ELEMENTARY SCHOOL

825 Shotwell St.
San Francisco, CA 94110
(415) 824-0896
Contact: Judith Kell, Principal

Hawthorne Elementary School is in the heart of San Francisco's Mission District. When desegregation began in San Francisco 10 years ago, many of the primarily Latino children in the Hawthorne neighborhood were assigned to schools in other parts of town, while Black, Chinese, Cambodian, Vietnamese, Laotian and Filipino children were brought to Hawthorne. The student population of some 700 children is now 38% Spanish-surnamed, 21% Black, 13% “other White”, 22% Southeast Asian, and 3% “other.” Most of the students come from low-income families; at least 15% are judged to live with families who are not in the United States legally; 70% are EDY (Educationally Disadvantaged Youth); more than 90% are linguistically and/or dialectically different from the standard English mainstream. Hawthorne is, clearly, a school facing the full challenge of education in a diverse society.

But Hawthorne has accepted the challenge, and is currently in the fourth year of a dramatic turnaround effort that has produced significant changes for students, teachers and parents. The badly neglected 120-year-old building has been brought up to habitable and safe standards, the schoolyard is litter-free, and beautiful murals have replaced the profanity scrawled on the walls. A new, effective discipline policy ensures that the halls and playground are under control. The parent organization has a wider base of parent support and input than ever before. The Hawthorne faculty meets regularly both by grade level and as a whole to discuss educational issues, plan for schoolwide curricular programs and set goals. The morale of teachers and staff has skyrocketed. Standardized test scores, while not a total

While a district may have developed an excellent assessment center, the same district may offer very few appropriate placement options for children whose academic needs have been thoroughly assessed.

*Facing page: Furgeson Elementary School in the ABC Unified School District.
Photo © Raúl Pardo.*

measure of the school's effectiveness, have risen dramatically. In 1989, the State Department of Education selected Hawthorne as one of California's "Distinguished Schools."

Principal Judy Kell came to Hawthorne five years ago and along with her staff, spearheaded the turnaround, based upon their combined years of experience as educators, reading of cutting-edge research and theory about education, a rigorous staff development program, and a "Peace Corps mentality." The door to Kell's office, which looks out on the playground of the school, is always open to students. And in they come, sometimes to tell Ms. Kell about a hard time at home, sometimes to ask her what a word means, sometimes to show her a nice picture or a bruised arm, sometimes to tell her about a victory or an injustice on the playground, and not infrequently to tell her they love her.

The academic goals for Hawthorne students are based upon the belief that given enough time, effective instruction and appropriate curricula, *all children can learn*. Every child can obtain personal excellence. The school is committed to the identification of the academic strengths, weaknesses and learning styles of each child. Kell says, "Our message to every child here is, 'You are special. This is a place where you can learn.'"

How does all this translate into specific programs and curricula? The Hawthorne faculty believe that any urban school in a city like San Francisco must make the language development of each of its students the number one priority—that competent command of language is the empowering foundation for high-level thinking skills. The whole school is a language acquisition school, with a Language Acquisition Program (LAP), developed by the Hawthorne staff, as the cornerstone of the curriculum. Its major goal is to develop full English language fluency and literacy. If necessary, the primary language of the child is used in the LAP to teach basic skills and to ensure that children do not fall behind their peers in other subjects while they learn English. And because a second major premise of the curriculum is that the child's native language is a valuable asset, part of the LAP is devoted to maintenance and improvement of native language capabilities.

Children are grouped in grades 2-5 for daily integrated reading instruction. Also, since oral language needs are acute and diverse, students meet for thirty minutes of targeted oral language instruction three times a week in groups such as: ESL at varying levels, Standard English Intensive for English-dominant speakers of dialect (such as Black English), Foundational English for students needing more intensive review of basic English but not eligible

*Hawthorne Elementary
School in San Francisco.
Photo courtesy Hawthorne
staff.*



for ESL, Native Language Development (for children who are FEP—Fluent English Proficient) that focuses on developing true bilingualism, and Spanish-as-a-Second-Language. One philosophy of the small groups, says Kell, is "don't leave kids in their seats lost."

The oral language component was a challenge to start; ready-made curricula virtually did not exist, and the faculty had to work long and hard to develop unifying goals and themes for such a program. Each child was tested individually for precise ESL levels. Speakers of dialect were also tested for English language facility, and not only immigrant students, but a significant percentage of speakers of Black dialect, tested LEP. It was found that those who could code-switch from dialect to standard English did much better academically on tests than those who could not. Clearly, many student speakers of dialect were in need of language acquisition intervention.

While enthusiastic, dedicated and professionally aware, the Hawthorne staff needed significant development in the area of first and second language acquisition to develop an oral language curriculum that would give students access to the core curriculum. In addition, they had to develop instructional methods and teaching techniques that foster an increase in integrated (listening, speaking, reading, writing) language learning. The full staff engaged in 32 hours of staff development instruction in this area. Staff also go on an annual retreat to relax, regroup and plan improvements in the school program. "I encourage my teachers to take risks," says Kell. "There are so many teachers with great innovative ideas, but they don't get the resources to implement them. I tell them, 'let's try it'."

Comprehensive education does not stop at the school's doors. Hawthorne's staff reaches out to parents, recognizing their role as primary teachers. Hawthorne assumed that a high level of caring and concern existed among parents of the students; what was missing was access to their children's academic life and a mechanism for parental participation and involvement. Because Hawthorne receives students from communities all over San Francisco, staff began to hold regular bimonthly meetings in different, more accessible parts of the city. The school also hired parent liaison aides to help with contacts and translations. Kell says, "One of our parents said, 'My kids can't get over it—before when the teacher called it was because they were mad. Now you guys call for anything. You call with good news.'"

One of the beauties of a comprehensive educational approach is that schools may use a multitude of subjects and activities to reinforce learning in primary subjects. For example, themes from language courses are translated into art. Students developed murals about their histories, cultures and communities, using the school's walls as canvases; a muralist was consigned to work with students on their design. Also, the school library was expanded to include a significant supply of native-language titles, and the library's after-school hours were extended. Former Hawthorne students who have graduated from high school and other role models are invited as often as possible to speak to the students.

The unique curriculum and other innovations at Hawthorne probably would not have been so effective had the school staff not understood the tremendous importance of "climate" for both students and staff. As for the physical climate, says Kell, "The school is not a rat hole on the other side of time anymore. The kids can hold their heads up here and know they are a part of the school." And as for social climate, Hawthorne made it a matter of policy that people's differences should be respected and that expressions of disrespect would not be tolerated. They try to build trust, care and respect among staff, parents and students. This allows good personal relationships to flourish and helps less-secure students to blossom. Finally, it makes the school a pleasant place to work, an incentive for the staff to put in the extra hours necessary for curriculum development.

One of our parents said, "My kids can't get over it—before when the teachers called it was because they were mad. Now you guys call for anything. You call with good news."

Judy Kell

*Recess time at Furgeson
Elementary School in the
ABC Unified School District.
Photo © Raúl Pardo.*



ABC UNIFIED SCHOOL DISTRICT

16700 Norwalk Blvd.

Cerritos, CA 90701

(213) 926-5566

Contact: Ken Moffett, Superintendent

Howard Kwon, Coordinator of Special Programs

When the ABC school district in southern Los Angeles County was founded some 22 years ago, it enrolled mostly middle-class white and low-income Portuguese students. Gradually at first, and then rapidly in the last ten years, immigrants from Mexico, Korea, China and other nations moved into the area. The change has been profound, culturally and linguistically. Now, two out of three students are non-white. One in five do not speak English—they speak 22 other languages instead. It is a small district, enrolling 21,500 students.

The district met the challenge of re-gearing its schools to this new student population with unusual vision and energy. Superintendent Ken Moffett says he likes to think about a poem by Edwin Markham when designing programs for immigrant children:

*He drew a circle that shut me out
Heretic, rebel, a thing to flout
But love and I had the wit to win
We drew a circle that took him in.*

Says Moffett, "Our job is to figure out how to draw a circle that takes in our newcomers as true parts of our schools and communities. We face a lot of challenges in working with immigrant children, and yet it is essential that we view them as an asset and not as a liability or a problem. This takes a very special kind of curriculum, but it is absolutely necessary that we work to do this. We must address the culture and the language of both foreign and native-born students. This means appropriate instructional models, affirmative hiring, parent education programs, sheltered English programs, staff development, student clubs, advisory committees, role modeling and so on. The first step is, you have to know the profile of the immigrant students in your district—and the programs have to follow from that understanding of who your students are."

A core group of educators in the district began to learn about their students' educational backgrounds, languages and cultures. Working with linguistic and other consultants, they designed what seemed to them an appropriately comprehensive new program.

Fortunately, the district's effort coincided with a "Case Studies Project" run by the State Department of Education. Furgeson Elementary School in the ABC District was one of five schools in California cooperating with SDE to implement locally a theoretical framework for schooling language-minority students in English and improving their overall academic achievement. The experiment was thoroughly documented and the effects of new teaching methods on school communities, students, teachers and administrators was monitored as well. The theoretical framework included:

- Substantial instruction in the home language, including bilingual teachers and the development of sufficient texts and supplementary materials to do rigorous work in the core curriculum in home languages
- Strong promotion of English acquisition through communication-based ESL, rather than a grammar-based approach
- Promotion of student self-esteem to enhance academic achievement; cooperative learning strategies were used and teachers carefully monitored teacher-student and student-student interactions to ensure equity

The enormous success of the Case Studies Project at Furgeson had repercussions throughout ABC Unified as well as throughout the state. The instructional approach derived from that project and from the theoretical framework developed by the State Department of Education became the basis for the overall instructional approach to bilingual education in the district.

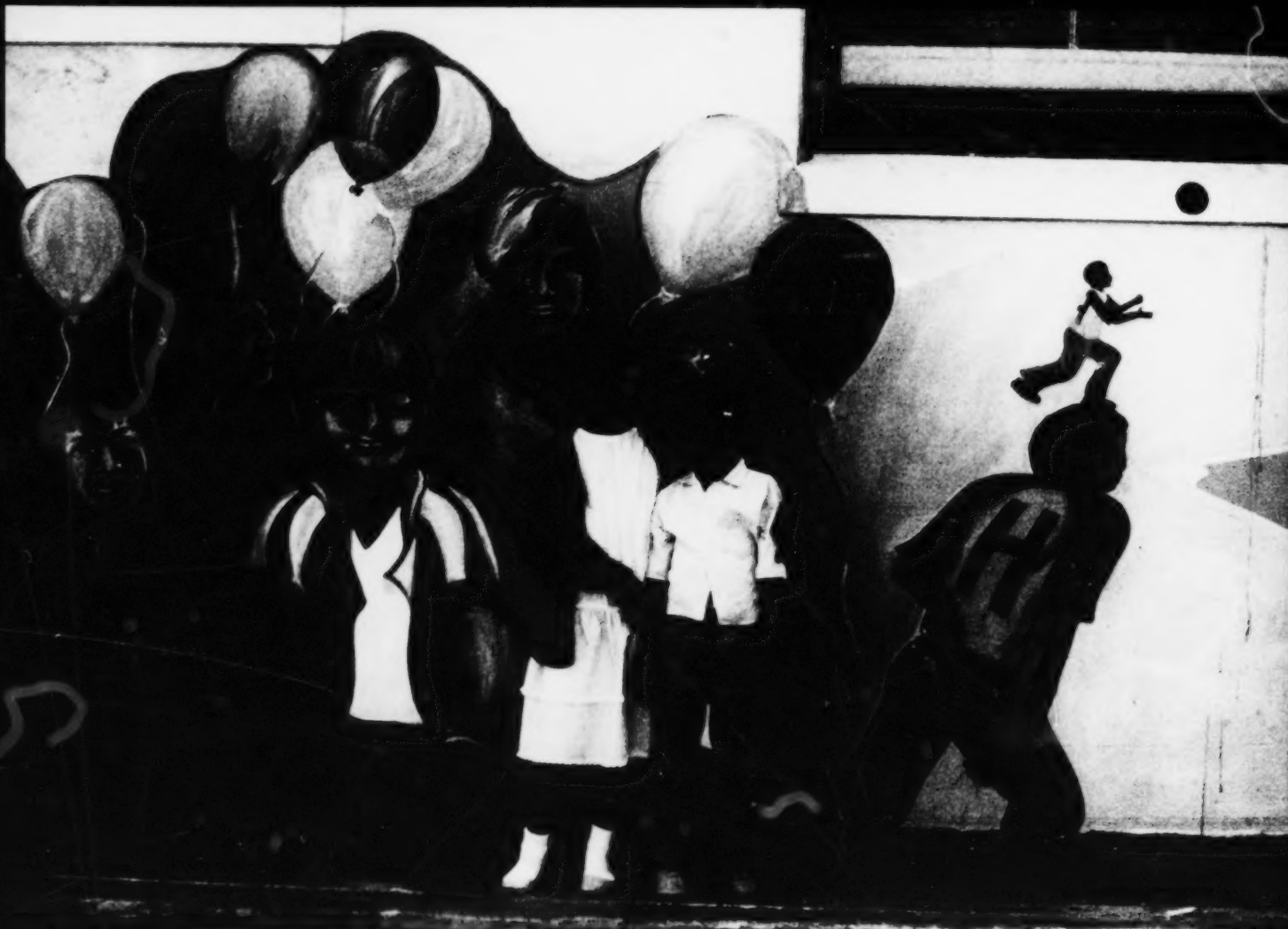
The strengths of the ABC approach are that it is comprehensive, that is research-based, and that it has been actively pursued and created by high-level administrators working with educators district-wide. As social scientists and as educators, they set out to discover in a systematic fashion what groupings, instructional practices, and approaches would work best with their new population of students. They developed a comprehensive Master Plan for Bilingual Education and competed for and won Federal Title VII bilingual funds to start up, expand, refine and improve programs.

Determined to create a teaching force equal to the task of developing and implementing new forms of instruction, the district emphasized staff training and also willingly accepted the transfer requests of unenthusiastic teachers. Credentialed bilingual educators and Language Development Specialists have been aggressively recruited. Fifteen years ago, there were only two credentialed bilingual teachers; now, there are more than 100, with no language development or bilingual teachers on waiver.

Describing the situation in which one school piloted a new bilingual education approach, resource teacher Edna Perez recalls that the three-year transition period was both tense and exciting. Year One was "low anxiety" initial training. Teachers read the linguistic research on which the new bilingual curriculum (PHASE) was based. Then, with state consultants on hand, they began to try to break old teaching habits that impede racial minority children. "Don't call on only the 'smart' kids, don't physically shy from certain students, teach to all kids in the class, avoid stereotyping children." Teachers had to learn to recognize the subtle messages they had been conveying. Year Two was focused on curriculum. Strict, fresh, daily minute-by-minute lesson plans were enforced. Teachers had to set and meet specific classroom objectives each period, each day. Then came the high-anxiety year. State evalu-

We must address the culture and the language of both foreign and native-born students. This means appropriate instructional models, affirmative hiring, parent education programs, sheltered English programs, staff development, student clubs, advisory committees, role modeling and so on.

Ken Moffett



Girls at Hawthorne show off one of their school's murals. Photo courtesy the Hawthorne staff.

ators and consultants checked on the implementation of the program. There was friction among the faculty between those supportive of the heavy emphasis on bilingualism and those who were opposed. The strain and difficulty of implementing new teaching approaches were apparent. Upset teachers transferred out. Those who remained stayed true to the research model. Now that the program has proven itself to be educationally sound and strong, and now that the school is comprised of staff who have "bought into" the model, "high anxiety" has been replaced by confidence and enthusiasm.

The district also coordinates a range of curriculum/staff development programs including Spanish literature workshops; a Spanish Bilingual Literary Guild that meets regularly throughout the year as a kind of cafe book club for teachers; and a range of sessions on language proficiency, second language acquisition, available bilingual materials, and more. There are conferences on special teaching methodologies such as sheltered English, training sessions on teacher expectations, interactional models and others. The district, as part of the staff development effort, also hosts a series of conferences focusing on the rich cultural heritage and contributions of major immigrant groups in the district (Hispanics/Portuguese, Chinese/Indochinese, Korean/Japanese, Filipinos/East Indians).

In addition, a committee of the Bilingual/ESL faculty in the district reviews research and theoretical models in second language acquisition and notes their implications for ABC curriculum. This committee has developed, piloted and replicated a range of new approaches, materials and programs for the district. It is divided into four subcommittees by language group: Spanish, Korean/Chinese, Portuguese and ESL.

A district position paper states its commitment "to the philosophy that educational programs offered in the district will meet the individual needs of students to be served, and will develop in students the ability to maximize their potential as individuals, as learners and as citizens in a multilingual, multicultural society." It affirms the district commitment to offer a curriculum that "meets the diverse needs of pupils with different language and cultural orientations in order to permit them to: develop English language skills to ensure effective participation in the English-speaking social, academic and career environments; build language skills on a firm foundation which includes a positive self-concept in the environments of the languages and cultures associated with those languages; preserve and strengthen their self-image and sense of dignity through a meaningful instruction program; develop communication skills in two languages, one of which is English; develop incentive to remain in school, acquire the academic tools to pursue post-secondary education; and develop life skills necessary to function successfully in our society."

This commitment is reflected in the district's language instruction curriculum, which has been singled out nationally for praise and recognition. The district has a centralized Language Testing Center where new immigrant students are assessed prior to enrolling in school and assigned to one of a wide selection of specialized programs, including an Elementary Diverse Language Program (Spanish, Korean, Chinese), a Bilingual Preschool Program, Elementary Bilingual Special Day Class in Spanish and Portuguese, Bilingual Special Education Program, a regular Elementary Bilingual Program (Spanish, Portuguese, Chinese, Korean), Secondary Bilingual Programs and Secondary Diverse Language Programs. All programs are based on the most recent language-acquisition research.

When the district has been unable to provide native-language development for an immigrant population due to a dearth of teaching staff with skills in that particular language, it relies on partnerships with community "Saturday Schools." The Korean School of Southern California and the Chinese Culture Association of Southern California offer Saturday School programs for students from primary through secondary school. Here they learn Korean or Chinese language and culture. The classes are held on the campuses of ABC Unified Schools, and students are granted ABC Unified School district language credits for enrollment in and satisfactory completion of the Saturday School classes. These partnerships demonstrate the district's strong commitment to ensure that children receive native language development and cultural maintenance, even when the district is unable to provide those services.

But the curriculum and academic services for immigrant children are pieces of the ABC approach. During the transition, Superintendent Moffett had a broader vision, which included the importance of working closely with immigrant parents. "As the hosting community for newcomers, we are obligated to maximize our efforts to welcome these new people, to work together for their successful adjustment. We simply don't do this well in America. We don't make the effort to learn their culture and their linguistic backgrounds. Instead, we are too likely to impose our values in what we term a 'melting-pot' concept. Parents are the most crucial variable to the success of their children in school. Therefore, we simply must reach out to immigrant parents by utilizing bilingual staff to answer questions, to conduct community forums and to educate. This way we send a message that they are welcome, and that we want to work together and are committed to working together for their children. This is an area where we absolutely cannot afford to fail."

ABC Unified has accordingly established mechanisms to involve parents and forge strong home-school links. District-level staff function as community liaisons to communi-

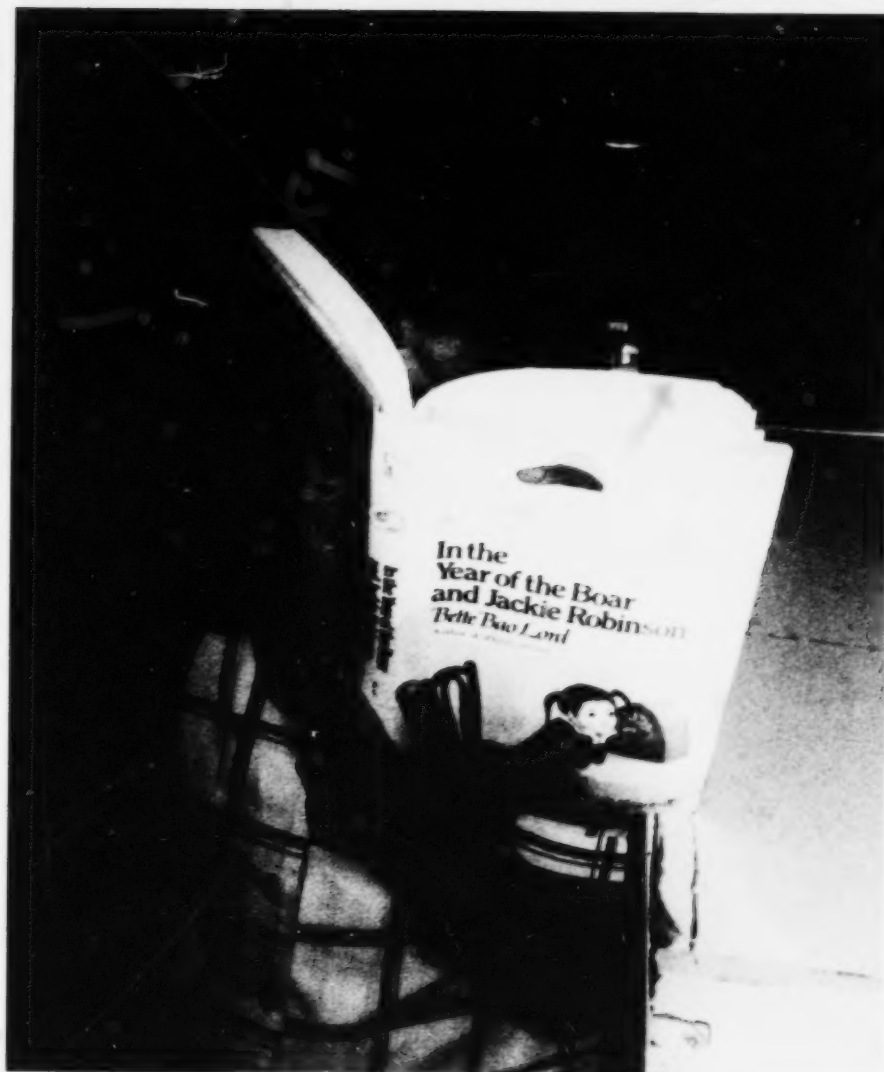
The district's language instruction curriculum has been singled out nationally for praise and recognition.

cate school information to parents, and sponsor a variety of public forums throughout the school year highlighting different cultural groups.

The liaison staff also serve as trouble-shooters when students have problems. The district publishes and disseminates a "Handbook for Parents and Students K-12" available in English, Korean, Chinese, Portuguese and Spanish that explains all the educational and support services in the district, and reviews expectations, rules and procedures. On the opening page, telephone numbers are listed so parents can call someone in the district who speaks their language. In addition, the district runs an active volunteer program made up primarily of parents, and offers volunteer orientation in all the languages listed above. Moreover, the district has made a massive effort to reach parents: calling them at home, sending hundreds of flyers, taking out ads in local foreign language news media, and more. Parents thus contacted come to meetings where they can air their concerns, share school information, and design parent seminars ranging from mental health issues to handling discipline at home. Other types of issues identified by parents that have become the basis for seminars in their home languages include: magnet school entrance procedures, primary and bilingual language issues, university entrance requirements, generational and cultural clashes over dating, raising children in a different culture, parenting styles and the role of parents in children's career choices.

There is no doubt of the positive results of ABC's comprehensive effort. A majority of students who started with little or no English are now fluent, and many get better grades than peers who heard English in the crib. Every year when state CAP tests for reading, writing, math, social studies, spelling and history are given to all 8th and 12th graders, ABC's students for whom English is a second language do much better than similar students elsewhere in the state.

At ABC, with all its successes, the spirit of creation and the wish to refine are still strong. The administrators and educators have wish lists and plans. For instance, they want to tackle the low college-attendance rate of Spanish language students, get more Korean- and Mandarin-speaking bilingual teachers, reach those parents who are still uninvolved, and get more accurate information about students' needs communicated at all levels. Refreshingly, there is no defensiveness about admitting the tasks still to be accomplished. ABC is on the right path, on the way to creating its ideal: a seamless, culturally comfortable network of programs to educate fully every LEP student in the district.



Special efforts have been made at Hawthorne to obtain multicultural and native language titles for the school's library. Photo courtesy Hawthorne staff

Resources for the Education of Immigrant Children

California State Department of Education

The California State Department of Education provides technical assistance, compliance review, and useful publications to school districts and sites concerned with the education of immigrant children. Specifically, these pertain to the implementation of school programs designed to see that language-minority students get effective bilingual education, and also to programs funded with federal Title VII grants, the Emergency Immigrant Education Program, and the Transitional Program for Refugee Children. Staff development assistance, resource libraries and centers, and technical assistance are available through the state's network of county education offices. Inquiries about what specific assistance is available should be directed to the Coordinator of Bilingual Education in your county's office of Education, or to the State Department of Education's Bilingual Education Office:

Leo R. Lopez, Manager
State Department of Education
Bilingual Education Office
721 Capitol Mall
Sacramento, CA 95814
(916) 445-2872



*Hawthorne Elementary
School in San Francisco.
Photo courtesy Hawthorne
staff.*

What follows is a partial annotated list of the major publications developed by the state Bilingual Education Office. Ordering information is given with each listing, and a list of distributors is given at the end of this chapter. NOTE: Prices indicated in this listing do not include tax and handling. A complete, up-to-date annotated list can also be obtained directly from the office.

State Bilingual Education Office Publications

Annotated Directory of Resources for the Emergency Immigrant Education Program. 1988 revised, 31 pages, no charge. Available from the Bilingual Education Office.

This directory was compiled for use by school and district personnel who work with refugee and immigrant students. It provides names, addresses, telephone numbers and areas of expertise of selected resettlement professionals, refugee community leaders, social service professionals, psychologists, and educators who assist immigrant families and students with resettlement. This directory emphasizes resources that are specifically relevant to Southeast Asian and Asian refugee and immigrant groups.

Basic Principles for the Education of Language-Minority Students: An Overview. 1982, 28 pages, \$2.00 each. Available from Bureau of Publications.

This document describes five educational principles and related instructional strategies for bilingual and second-language program implementation, intended for teachers, teacher trainers, school administrators, and others interested in improving the education of language-minority students.

Beyond Language: Social and Cultural Factors in Schooling Language-Minority Students. 1986, 343 pages, \$10 each. Available from California State University-Los Angeles.

To better understand schooling for language-minority students, educators need to examine the relationship between social factors (e.g., socioeconomic status, attitudes toward minor-

ity groups, immigration patterns, etc.) and cultural factors (e.g., self-identity, childrearing practices, language-use patterns, etc.). This volume contains seven chapters written by researchers and teacher-trainers from many disciplines: history, anthropology, sociology, sociolinguistics, psychology, and applied linguistics. The authors offer explanations for different outcomes among minority groups and suggest changes in social, cultural and educational contexts which offer promise for improving educational outcomes.

Bilingual-Crosscultural Teacher Aides: A Resource Guide. 1984, 40 pages, \$3.50 each. Available from Bureau of Publications.

This guide is a resource for school district personnel who need to revise or establish criteria for hiring, training and assigning bilingual-crosscultural teacher aides. It includes legal requirements, a review of the literature, sample district documents, suggested roles and training for aides, and a list of resources available for pre-service and in-service training for aides.

Common Misconceptions Regarding Bilingual Education. 1987, 9 pages, no charge. Available from the Bilingual Education Office.

This monograph addresses eleven of the most common misconceptions about bilingual education programs, directed at decision-makers such as school district administrators, school board members and state legislators, as well as voters and taxpayers.

Directories, State of California, ESEA Title VII Projects. Revised annually. No charge. Available from the Bilingual Education Office.

The directories list all ESEA Title VII projects in California. Information on each project includes: name of local educational agency, address, project director, telephone number, number of students served, budget, date of funding cycle, and language groups served. Further directories are going to be developed for the following program categories: Transitional Bilingual Education, Developmental Bilingual Education, Special Alternative Programs, Special Populations, Short-Term Training, Academic Excellence, IHE Training, Family English Literacy and Instructional Materials Development

Handbooks: The following handbooks are designed to increase school district personnel's understanding of speakers of the noted languages. The publications are divided into five main sections: (1) Overview of each language group, (2) Historical and sociocultural factors concerning the group, (3) Linguistic characteristics of each language, (4) Recommended instructional and curricular strategies for native language development, and (5) Appendix of educational and community resources.

A Handbook for Teaching Cantonese-Speaking Students. 1984, 71 pages, \$4.50 each. Available from Bureau of Publications.

A Handbook for Teaching Hmong-Speaking Students. 1988, 129 pages, \$4.50 each. Available from Southeast Asia Community Resource Center, Folsom Cordova Unified School District.

A Handbook for Teaching Japanese-Speaking Students. 1987, 124 pages, \$4.50 each. Available from Bureau of Publications.

A Handbook for Teaching Khmer-Speaking Students. 1988, 152 pages, \$4.50 each. Available from Southeast Asia Community Resource Center, Folsom Cordova Unified District.

A Handbook for Teaching Korean-Speaking Students, 1983, 85 pages, \$4.50 each. Available from California State University-Los Angeles.

A Handbook for Teaching Pilipino-Speaking Students, 1986, 102 pages, \$4.50 each. Available from Bureau of Publications.

A Handbook for Teaching Portuguese-Speaking Students, 1983, 102 pages, \$4.50 each. Available from Bureau of Publications.

A Handbook for Teaching Vietnamese-Speaking Students, 1988 (Revised), 95 pages, \$2.50 each. Available from California State University-Los Angeles.

Handbook on California Education for Language-Minority Parents, 1984, approximately 50 pages, \$3.25 each. Available from Bureau of Publications.

This question/answer-style handbook was developed for parents, guardians, and groups involved in parent orientation. It provides information about public school programs, activities and legal issues that may enable parents to better understand and support the school system.

Materials for Indochinese Students: An Annotated Bibliography. Developed jointly with the Los Angeles County Superintendent of Schools, Second Edition, 1984, 79 pages, no charge. Available from the Bilingual Education Office.

This annotated bibliography covers instructional materials appropriate for students of Khmer (Cambodian), Chinese, Hmong, Lao, and Vietnamese language backgrounds. English, as well as native language, materials are listed.

Mother Tongue Maintenance for Minority Language Children: Some Common Misconceptions, 1980, 5 pages, No Charge. Available from the Bilingual Education Office.

This is a brief overview of issues related to mother tongue maintenance and bilingual education. Appropriate for administrators, teachers, community leaders and parents. Also available in Spanish, Korean, and Vietnamese language versions, this article was written by Jim Cummins of the Ontario Institute for Studies in Education, Toronto, Ontario, Canada.

Schooling and Language-Minority Children, 1983, color slide presentation, \$70 each. Available from California State University-Los Angeles.

This is a 17-minute color slide/tape presentation with narration of a research-based rationale for schooling language-minority children. The presentation covers the role of primary language and the use of English for content instruction and English language acquisition.

Schooling and Language-Minority Students: A Theoretical Framework, 1981, 218 pages, \$10 each. Available from California State University-Los Angeles.

This volume contains a comprehensive review of the literature on first and second language acquisition and their relationship to school achievement. This collection of articles focuses on bilingualism, second language teaching, and classroom practices that can be used with language-minority students. The papers by Stephen Krashen and Jim Cummins deal with theoretical concepts while those by Dorothy Legarreta, Tracy Terrell, and Eleanor Thonis concentrate on classroom practices.

Selected References for Teaching English as a Second Language, 1986, 30 pages, \$3.00 each. Available from Bureau of Publications.

A partial, annotated listing of materials for teaching English as a Second Language. Materials were selected based on their congruity with recent trends in second language acquisition, theory and practice. The listing is divided into the following sections: Teachers' Resource Books; Elementary Core Texts; Secondary and Adult Core Texts; and Supplemental Texts for listening, communication activities, literacy, visuals, songs and games, and pronunciation. Not an exhaustive bibliography, this listing is intended to be a sampling of recently developed innovative materials.

Studies on Immersion Education: A Collection for U.S. Educators, 1984, 184 pages, \$5.00 each. Available from Bureau of Publications.

English-only immersion education has been seriously suggested as an alternative to bilingual education. As such programs are discussed or introduced, educators should have a thorough understanding of the theoretical and empirical underpinnings of immersion, as well as the probable outcomes of implementing such programs in California. The collection of papers is divided into three major parts: an overview of major issues and confusions related to immersion programs; the historical and theoretical foundations of immersion education; the results of a decade of well-controlled research on such programs and the past, and predicted consequences of implementing immersion programs in the United States.

Distribution Sources

Bilingual Education Office
California State Department
of Education
P.O. Box 944272 Sacramento, CA
94244-2720
(916) 445-2872

Southeast Asia Community
Resource Center
Folsom Cordova Unified School District
125 East Bidwell Street
Folsom, CA 95630
(916) 635-6815

Bureau of Publications
California State Department
of Education
P.O. Box 271
Sacramento, CA 95802-0271

California State University-Los Angeles
Auxiliary Services Enterprises, Inc.
Contract and Grant Administration
Administration Bldg., Room 714
5151 State University Drive
Los Angeles, CA 90032
(213) 343-4970

(Note: Payment should be made to:
EDAC-LA/ASE Grants)



*Birney School in Fresno.
Photo by Robert Scott ©
Radio Bilingüe.*

Resource Centers

Resource centers provide a range of services and information for people interested in pursuing topics related to immigrant education. This section describes the major clearinghouses and centers devoted to information exchange, curricula and model program dissemination.

National Clearinghouse for Bilingual Education
8737 Colesville Road, Suite 900
Silver Spring, Maryland 20910
1-800-647-0123

The National Clearinghouse for Bilingual Education (NCBE), funded by the Department of Education, is a national information center providing reference and referral services on all aspects of bilingual and English as a Second Language instruction. It is part of a Title VII network of support centers for programs serving LEP students across the country.

NCBE has a toll-free referral line from which callers may request information on effective programs, program models, assessment instruments, and curriculum materials. The electronic information system includes seven searchable databases and an electronic bulletin board. The NCBE staff continually collects, reviews and indexes articles, resource lists, bibliographies and other timely information to answer questions as quickly and accurately as possible. They have also compiled resource packets on frequently requested topics: single packets may be ordered at no charge. Mini-bibliographies are available with references to current literature and suggested practices on the following topics: literacy instruction, mathematics and science instruction, gifted and talented students, effective schools, and dropout prevention.

A national newsletter, *FORUM*, presents articles on current topics and debates in the field. A regular feature is entitled "Programs that Make a Difference" highlighting successful programs for LEP students from around the country. *FORUM* is available at no charge.

NCBE also distributes occasional papers, program information guides and a products list with annotations.

Multi-functional Resource Centers
310 Eighth Street, Suite 301
Oakland, CA 94607
(415) 834-9458

University of the Pacific School of Education
Stockton, CA 95211
(209) 946-2682

The Multi-Functional Resource Centers are funded by the U.S. Department of Education to provide training, technical assistance and information to education personnel participating in programs for Limited English Proficient students in the Centers' respective service areas. Their activities include: consulting with public schools, helping them assess and meet the needs of LEP students; assisting in the design and selection of curriculum materials; conducting workshops, training seminars and institutes; gathering and providing information on effective education programs for language-minority students.

Throughout the school year, MRC publishes a monthly newsletter for California educators covering issues relevant to the concerns of language minority students, their parents and school personnel. Regular columns include updates on regulations from Washington, DC and Sacramento, announcements and brief coverage of special events, and highlights of successful education programs.

The MRCs also sponsor staff development conferences and workshops. Both centers are operated by a private, non-profit organization in Oakland, ARC Associates, which also

operates the Southwest Regional Center for Educational Equity (SRCEE). Funded by the US Department of Education, SRCEE provides technical consultation and training in the preparation, adoption and implementation of desegregation plans for public schools in the areas of race, national origin and sex. Specifically, this includes: training in effective methods, providing curriculum materials, and establishing cooperation and communication between education agencies involved in desegregation efforts. SRCEE publishes a newsletter, *Equity News*. For more information, contact: Southwest Center for Educational Equity, ARC Associates, 310 Eighth Street, Suite 305, Oakland, CA 94607.

Global Studies Curriculum
Resource Center
Immaculate Heart College Center
10951 W. Pico Blvd., 2nd Floor
West Los Angeles, CA 90064
(213) 470-2293
Contact: Teresa Hudock

Bay Area Global Education Project (BAGEP)
World Affairs Council of Northern California
312 Sutter St., No. 200
San Francisco, CA 94108
(415) 982-3263
Contact: Tuckie Tirschott

The field of global education offers many resources relevant to educators seeking curriculum materials and approaches appropriate for a diverse student population and immigrant education. The California International Studies Project supports global education activities and resource centers throughout the state. The two global education consortia listed here are resource centers for materials and offer regular schedules of professional workshops and teacher training activities. They produce and disseminate publications about global education themes and resources, as well as some that focus on immigration-related issues.

The Immaculate Heart College Center library houses a Curriculum Resource Center for international and intercultural studies from the kindergarten level through college. Addressing new California curriculum needs and mandates, the center offers both supplementary lessons and comprehensive units that teach global education concepts and skills, organized by course of study, international issues, region and/or country. Areas represented include multicultural education, development, area studies, U.S. foreign policy, human rights, media, nuclear issues, geography, comparative government, women's studies, economics and world history. Schools are invited to schedule a faculty meeting or complimentary introductory workshop at the Center to review the variety of teaching and audio visual materials available.

The Bay Area Global Education Project offers a resource center library with over 800 titles, from which Bay Area teachers or organizations can borrow at no charge for two weeks. A listing of the center's collection is available. In addition, the project has collected over 600 lesson plans, organized by subject. Curriculum units developed by the Stanford Program on International and Cross Cultural Education are published by the project and are available to teachers. Workshops, conferences, presentations and other activities are regularly listed in BAGEP's newsletter, *Colloquy*, which is free to California residents.

Other Organizations

In addition to resource centers, organizations concerned with the education of immigrant children offer a range of resources which includes information, advocacy, newsletters and conferences. Besides the organizations listed below, there are many local area education advocacy groups and immigrant community organizations (resettlement agencies, mutual assistance associations, churches, etc.) which may help.

Legal Rights, Advocacy, Language Policy

CRLA—California Rural
Legal Assistance Foundation
2000 "O" Street, Suite 240
Sacramento, CA 95814
(916) 446-7904

MALDEF—Mexican American
Legal Defense and Education Fund
634 S. Spring Street, 11th floor
Los Angeles, CA 90014
(213) 629-2512

NCLR—National Council of La Raza
548 S. Spring St., Suite 802
Los Angeles, CA 90013
(213) 489-3428

Western Center on Law and Poverty
2000 "O" Street, Suite 220
Sacramento, CA 95814
(916) 442-0753

Professional Support and Development

Achievement Council
1016 Castro Street
Oakland, CA 94607
(415) 839-4647

AMAE—Association of
Mexican American Educators
P.O. Box 1155
Pico Rivera, CA 90660
(213) 942-1500 Ext. 370

CABE—California Association
for Bilingual Education
926 "J" St., Suite 810
Sacramento, CA 95814
(916) 447-3986

CAFABE—California Association for
Asian Pacific Bilingual Education
655 Geary St.
San Francisco, CA 94102

CATESOL—California Teachers
of English to Speakers of Other Languages
1865 Farndon Ave.
Los Altos, CA 94022

NAAPAE—National Association of
Asian and Pacific-American Education
ARC Associates, Inc.
310 Eighth St., Suite 220
Oakland, CA 94607
(415) 834-9455

NABE—National Association
for Bilingual Education
Union Center Plaza
810 1st Street NE, Third Floor
Washington, DC 20002-4205
(202) 898-1829

NAVAE—National Association
for Vietnamese-American Education
P.O. Box 1884
Rockville, MD 20850

TESOL—Teachers of English to
Speakers of Other Languages
1600 Cameron St., Suite 300
Alexandria, VA 22314
(703) 836-0774

Funding

ALMOST all programs, no matter how successful, eventually face the dilemma of how to obtain long-term institutionalized support. Along with other innovative efforts throughout the state to develop new academic and support programs addressing the needs of immigrant children, the programs described in this compendium rely on a broad range of funding sources. Program staff have often pieced together support from several federal and state funds as well as community and individual donations. Some have survived without an outside source of funds. Those programs manage to get by with a tremendous outpouring of hard work, extra hours, volunteers, and sometimes reaching into the individual pockets of committed teachers and program coordinators to purchase materials or cover expenses. Clearly, however, the great majority of programs cannot and should not exist in that way.

Numerous exciting experimental models have had to close their doors because they were developed with special funding that dried up after a few years. School district support is probably the most secure source of funding for programs, but because of severe fiscal constraints and the scarce resources currently available to the public schools, district support is becoming harder and harder to come by. California ranks 45th among all states in public school revenues as a percentage of the citizenry's personal income. It ranks 23rd in the actual Average Daily Attendance expenditure per pupil.

The large standard public funds that have been used include: federal ESEA Title VII, TPRC, and Emergency Immigrant Education Assistant Program grants, state Economic Impact Aid (EIA) and School Improvement Program (SIP) funds. The State Department of Education is responsible for the administration of federal and state programs for Limited English Proficient and non-English speaking students. Requests for more information about these funding sources, application processes, or program purviews should be directed to:

Bilingual Education Office
State Department of Education
P.O. Box 944272
Sacramento, CA 94244-2872
(916) 445-2872

ESEA Title VII

Started in 1967, ESEA Title VII offers grant money to districts or universities for short-term projects, voluntary application, competitive allocation basis. The program provides funding for academic and support programs for limited-English-speaking students, special transitional bilingual education programs, and model literacy programs for families. Under its most recent authorization (1988), program priorities include Transitional Bilingual Education, Development Bilingual Education, Special Alternative Instruction (English-focused programs), Academic Excellence, Family English Literacy, and Special Population Programs. Typically, the funds are used for bilingual project directors, resource specialists, aides, supplementary classroom materials and materials development, staff and parent training, and occasionally for equipment such as audiovisuals or computers. The grants are intended to "build capacity" within districts, with the expectation that the district itself will eventually assume project costs. California has relied heavily upon Title VII funds for piloting innovative programs in immigrant education; over \$20 million a year in grants has been allocated to such programs in recent years. However, only a small percentage of the



Sacramento Newcomer School. Photo courtesy Jo Gusman.

national applicants are funded, with California representing approximately 25% of those. Typically, these funds have not served more than about 6% of the millions of LEP students in the United States in any given year. Besides school and district projects, Title VII money is also granted to universities, county offices of education, state educational agencies, and educational research and consulting organizations for purposes such as research on language acquisition, bilingualism, and on the academic achievement of language-minority children. Training programs for aides, teachers and administrators are also priorities of the program, as well as materials development in languages for which there is a great need.

Emergency Immigrant Education Assistance Program

Authorized by the Emergency Immigrant Act of 1983, entitlements are provided to school districts in which at least 3% of students are immigrants who have arrived within the past three years. Aggressive identification processes to document the eligibility of children are required. In 1988-89, more than 125 school districts in California participated in the program, receiving a total of \$13,535,000.

Transition Program for Refugee Children (TPRC)

This program is authorized by the Refugee Act of 1980 as amended by PL 96-212. After submitting a census of eligible officially designated refugee students, districts are eligible for entitlements to provide supplemental educational services such as bilingual and English as a Second Language instruction, instructional materials, bilingual staff, and home/school coordination activities. In 1988-89, school districts in California received approximately \$5 million in local assistance entitlements. Eligible students cannot have been here more than two years in grades K-6, or more than three years in grades 7-12. Official refugee students are only a small percentage of the total immigrant or Limited English Proficient student population in the state. However, TPRC has provided critical native-language support, teacher training, and materials geared primarily toward Southeast Asian refugee children.

Migrant Education

Part of Chapter I, ECIA, migrant education funds are designated for services for children whose parents are employed in agriculture or fishing. The funds are allocated directly to some school districts as well as to 13 regional operating agencies. In California, close to \$80 million annually provides educational and community support services for migrant children. The program requires aggressive identification procedures to document the eligibility of children. The federal migrant education program is supplemented with a similar state grant program.

National Origin Desegregation Assistance

This source of funds is provided under Title VI of the Civil Rights Act of 1964 to state Departments of Education to provide and coordinate technical assistance for school districts involved in national origin desegregation efforts. Currently, this includes more than 100 school districts in California with desegregation plans involving language-minority students filed with the Office of Civil Rights.

State Economic Impact Aid

The major source of state funding for LEP children is through state Economic Impact Aid (EIA). These funds are allocated to local school districts on the basis of a formula that

includes factors of ethnicity, poverty levels (AFDC), and indices of transiency or high absenteeism. These funds are intended to address compensatory education needs as well as bilingual education needs. Local school districts determine at their own discretion how these funds are to be allocated. Approximately \$197 million annually is distributed to districts through EIA.

School Improvement Funds

The School Improvement Program (SIP) in California provides state aid to selected schools; these funds are administered by a parent-staff school site council according to the school site school improvement plan. In some cases, the council uses the funds to address the needs of immigrant children. Among the only funds at the discretion of local school sites, SIP grants have become an important wedge for school-community discussion about directions in immigrant education, priorities for local communities, and what programs would help the school address the new diversity of its student body.

Local Funds

The scarcity of public funds has led many programs to seek funding from community sources. California private philanthropic foundations have been a source of essential financial support, particularly for new and innovative efforts. Local education foundations, corporate giving programs within the community, and private foundations should all be considered potential supporters.

The California Consortium of Education Foundations provides a directory of all California education foundations, which exist specifically to provide support to local area school districts. They may also make mini-grants directly to teachers for innovative classroom projects and activities. The Consortium also sponsors bi-annual conferences. For more information contact:

Ann Danner or Magi Young, Coordinators
California Consortium of Education Foundations
1834 Frobisher Way
San Jose, CA 95124
(408) 266-5689

Funding Source Research Centers

The following libraries and organizations maintain extensive information about foundations, corporate contribution programs, proposal writing and fundraising. All are open to the public and free of charge.

California Community Foundation
Funding Information Center
3580 Wilshire Boulevard, Suite 1660
Los Angeles, CA 90010 (213) 413-4042

Foundation Center
312 Sutter Street
San Francisco, CA 94108
(415) 397-0902

Nonprofit Development Center
1762 Technology Drive, Suite 225
San Jose, CA 95110
(408) 452-8181

San Diego Community Foundation
525 B Street, Suite 410
San Diego, CA 92101
(619) 239-8815

Orange County Community Development
1440 East First Street, 4th floor
Santa Ana, CA 92701
(714) 547-6801

California State Library Reference Services
914 Capitol Mall, Room 309
Sacramento, CA 95814
(916) 322-0369



*Schoolchildren in Malaysia.
Photo © David Gilbert/
Insight (see page 77).*

Literature, Films and Curricula About Immigration

Elementary-Level Books

- Addy, Sharon Hart. *A Visit With Great Grandma*. Illustrated by Lydia Halverson. Niles, Illinois: Albert Whitman and Co., 1989. An American-born child and her Czech immigrant grandmother bake a traditional *kolach* together and communicate across generations, nations, cultures and languages. (Ages 4-8)
- Anders, Rebecca. *A Look at Prejudice and Understanding*. Photographs by Maria S. Forrai. Minnesota: Lerner Publishing Co., 1976 (Lerner Awareness Series). Photos and text discuss what prejudice means and what understanding can mean: "Prejudice keeps people fenced in; understanding allows people to branch out and grow."
- Berry, Joy. *Every Kid's Guide to Overcoming Prejudice and Discrimination*. Chicago, IL: Children's Press, 1987. Extremely clear discussion of what opinions are—where they come from and how to form them—and what prejudice and discrimination are. Regular text accompanies cartoon-style illustrations and text. Very accessible to kids.
- Cohen, Barbara. *Molly's Pilgrim*. Illustrated by Michael Deraney. New York: Lothrop, Lee and Shephard Books, 1983. Molly, an immigrant from Russia, feels she will *never* belong at school. She is teased for her poor English and her lack of knowledge of American holidays. But when she brings her mama's doll to school for a Thanksgiving project, they all learn that pilgrims are *still* coming to the United States, and that "it takes all kinds of Pilgrims to make a Thanksgiving."
- Committee for the Preparation of Vietnamese Reading Materials. *What is Lan Doing?, My Village, and The Adopted Children in the Kelly Family*. Victoria, Australia: 1984. *What is Lan Doing?* is written in Vietnamese. Each of Lan's daily activities is shown with a picture accompanied by a written description in Vietnamese. The latter two readers are bilingual, with each illustration captioned in both English and Vietnamese. *My Village* describes daily life in a Vietnamese village, while *The Adopted Children* shows the life of a real family in Australia that adopted Vietnamese refugee children. Photographs of family members are interspersed with drawings.
- Cretan, Gladys Yessayan. *Sunday for Sona*. Illustrated by Barbara Flynn. New York: Lothrop, Lee and Shepard, 1973. The story of an Armenian-American girl growing up in San Francisco in the 1930s. Sona's fascination with a sailboat being restored by her good friend's uncle doesn't seem ladylike to her grandmother, whose word is law in this big family. Grandmother's belated understanding lets the conflict end happily for Sona.
- Fleming, Alice. *The King of Prussia and a Peanut Butter Sandwich*. Illustrated by Ronald Himler. New York: Charles Scribner's Sons, 1988. The story of the Mennonites, who refused to abandon their religious principles at the demand of the King of Prussia, and their long journey that eventually ended in America. Special emphasis on the role of children in gathering seeds in the Crimea and bringing them to America.
- Friedman, Ina R. *How My Parents Learned to Eat*. Illustrated by Allan Say. Boston: Houghton Mifflin, 1984. An American sailor and a Yokohama schoolgirl almost don't live happily ever after because neither of them knows how to eat dinner with the other. But bicultural table manners triumph in this amusing story.



Hawthorne Elementary School in San Francisco. Photo courtesy Hawthorne staff.

- Girard, Linda Walvoord. *We Adopted You, Benjamin Koo*. Illustrated by Linda Shute. Niles, Illinois: Albert Whitman & Co., 1989. Told from the point of view of a young Korean boy who was adopted as a baby by loving American parents, the story describes a child's feelings about adoption and the discovery that he is different from his schoolmates.
- Lee, Jeanne M. *Ba-Nam*. Illustrated by the author. New York: Henry Holt and Company, 1987. On *Thanh-Minh* Day, when Vietnamese families honor their ancestors, Nan meets Ba-Nam, an ugly old woman who keeps her family's graves. Although at first Nan is afraid of Ba-Nam, she learns that kindness and wisdom can come in homely coverings.
- Levinson, Riki. *Watch the Stars Come Out*. Illustrated by Diane Goode. New York: E.P. Dutton, 1985. An ALA Notable Children's Book for K-3. A child recounts her grandmother's story about immigrating to the United States in steerage as a young girl in the early 1900s. A simple, touching young child's perspective on an immigration journey. (Ages 4-8)
- Levitin, Sonia. *Journey to America*. Illustrated by Charles Robinson. NY: Aladdin Books, 1970. This story is based on the author's own experiences after the Nazis came to power in Germany. In 1938, her father realized that the family had to escape and left for America, instructing his family to wait in Switzerland for him to send for them. Their hardships in Germany and as refugees are chronicled in this award-winning book.
- Lord, Betty Bao. *In the Year of the Boar and Jackie Robinson*. Illustrated by Mark Simont. NY: Harper, 1984. It is 1947, and Shirley Temple Wong has just recently come to Brooklyn from China. She's lonesome and struggling to learn English. Her young life changes when Jackie Robinson, the grandson of a slave, becomes the star of the Brooklyn Dodgers and an American hero. In more ways than one, his triumph is Shirley's, too.
- Los Angeles Teachers' Committee on Central America. *Wilfredo: The Story of a Boy from El Salvador (La Historia de un niño de El Salvador)*. Illustrations by Alberto Oropeda. This story was found in the resource center of Humphreys Avenue Elementary School in East Los Angeles. It was revised, translated into a bilingual Spanish-English book and partially re-illustrated. The story recounts a boy's life in El Salvador, and his journey and transition to life in Los Angeles.
- McCunn, Ruthanne Lum. *Pie-Biter*. Illustrated by You-Shan Tang. San Francisco, California: Design Enterprises of San Francisco, 1983. An American Book Award winner (1984). The legend of a Chinese pioneer who came from China to California to help build the railroad in the late 1800s. Based upon a real character whose story was preserved orally for decades, until it was finally recorded in 1946.
- Paek, Min. *Aekyung's Dream*. Illustrated by the author. Bilingual (English/Korean). San Francisco: Children's Book Press, 1988. A richly illustrated story about a young Korean girl adjusting to her new country. Described as portraying "the psychological aspects of Aekyung's struggle for ethnic identity in mainstream society."

- Polacco, Patricia. *The Keeping Quilt*. New York: Simon and Schuster, 1988. "We will make a quilt to help us remember home," Anna's mother said, "It will be like having the family in backhome Russia dance around us at night." The "Keeping Quilt" was passed along from mother to daughter for almost a century as a symbol of a family's roots in another land. (Ages 4-8)
- Politi, Leo. *Mieko*. Illustrated by the author. San Carlos, Calif.: Golden Gate Junior Books, 1969. Little Mieko, whose name means "beautiful, graceful girl" in Japanese, lives with her parents near Little Tokyo in Los Angeles. All year she tries to be the best in everything, and wishes secretly to honor her parents by being queen of the Ondo Parade during the Japanese-American Nisei Week. She finds that she is too young even to be considered, but her parents assure her each day that she is special to them. The story shows how family members love and respect each other, and the graceful quality of Japanese culture is captured by Politi's illustrations. (Ages 4-8)
- Politi, Leo. *Moy Moy*. Illustrated by the author. NY: Charles Scribner's Sons, 1960. Moy Moy, "Little Sister," is just old enough this year to enjoy and remember the Chinese New Year festivities. She can take part in the children's parade and then watch the grown-up version. The setting is Chinatown in Los Angeles, and Politi's colorful illustrations combine with the simple text to give a vivid picture of the traditional Chinese celebration. (Ages 4-8)
- Politi, Leo. *The Nicest Gift*. Illustrated by the author. NY: Charles Scribner's Sons, 1973. Carlitos and his dog Blanco live in the barrio of East Los Angeles. He enjoys the warm, colorful life of his Mexican-American neighborhood until Blanco is lost. Then, Carlitos needs a Christmas miracle to mend his broken heart. The tone of the story is warm and upbeat, and introduces readers to such things as Mexican food and a Mexican market. (Ages 4-8)
- Rosenberg, Maxine B. *Making a Home in America*. Photographs by George Ancona. New York: Lothrop, Lee and Shepard Books, 1986. Documentary photos and stories of five newcomers to America (Japanese, Cuban, Guyanese, Indian and Vietnamese). Two have come to stay temporarily because of their fathers' work; three have come to make new homes. All discuss the fear, confusion, sadness, adjustments, wonder and surprise of living in a new culture.
- Sandin, Joan. *The Long Way to a New Land*. NY: Harper and Row, 1986. Carl Erik's family is desperate—there is no rain and no food. When a letter arrives from Uncle Axel in America, the family leaves Sweden in 1868 for the promise of a new land. The story describes the kind of journey millions of people endured in order to begin again.
- Stanek, Muriel. *I Speak English for My Mom*. Illustrated by Judith Freedman. Niles, Illinois: Albert Whitman and Co., 1989. The story of a child who immigrated as a baby with her mother from Mexico. The child translates for her mother until one day, her mother enrolls in an English class at night school. The economic and language difficulties of immigrants are portrayed, but this is also a gentle and loving story. (Ages 4-8)

Stanek, Muriel. *We Came From Vietnam*. Photographs by William Franklin McHon. Illinois: Albert Whitman and Co., 1985. Story and photographs about one family's journey from a small village in Vietnam via boat and refugee camp to Chicago. The history, geography, culture, religion and language of Vietnam are simply covered, and what it was like to live in Vietnam is compared with life in the U.S. Adjustment into a new culture is discussed: how it feels, choosing which old customs to carry into a new life, which new customs to adopt.

Surat, Michele Maria. *Angel Child, Dragon Child*. Illustrated by Vo-Dinh Mai. A wondrous story about a young Vietnamese child's courage in adjusting to a new American school and facing hostility while she still misses her mother, who was left in Vietnam. Eventually she bridges the gap and makes friends with the child who had been most hostile to her. Finally kids, school and family work to bring her mother from Vietnam.

Tran-Khanh-Tuyet. *The Little Weaver of Thai-Yen Village*. Translated by Christopher N.H. Jenkins. Illustrated by Nancy Horn. Children's Book Press. Bilingual (English/Vietnamese). The story of a young Vietnamese girl who loved her country, survived a bombing that killed her mother and grandmother, and is sent to America for an operation. She is afraid of being in the enemy's country, but her determination to survive and be strong and her love for the spirit of her people carry her through.

Tran My-Van. *Folk Tales from Indochina*. Vietnamese Language and Culture Publications: Victoria, Australia. 1987. Bilingual (English/Vietnamese). This collection of traditional stories and fables from Kampuchea, Laos and Vietnam will acquaint children with the traditional values, wisdom and humor of Southeast Asia, from "The Sad Story of Four Bald Men" to "Choosing a Husband."

Tyler, Dr. June F. and Maria Pepe (graphics). *Heritage Coloring Book: Coming to America An Immigrant Family's Experience*. Designed and edited by Ira Yellen. The First Experience, Inc., 1986. A coloring book with minimal text about a fictional Eastern European family's immigration to America (1890-1920). Focus on Ellis Island.

Yee, Sylvia and Lisa Kokin. *Got me a Story To Tell—A Multi-Ethnic Book: Five Children Tell About Their Lives*. Illustrated with photographs by Neil Miller, Malcolm Thompson and Robert Hsiang, and with drawings by the children. California: Cal Central Press, 1977. Five stories taken from interviews with children—Chinese, Mexican, Black, Hindi and Filipino—talking candidly and articulately about their lives. Wonderful photos and drawings. Includes a glossary of words (Black English, Spanish, Chinese, Hindi and Tagalog) used by the children.

Elementary-Level Films and Simulations

An American Tale. (Animated) The delightful story of a young mouse who immigrates to New York from Russia at the turn of the century and experiences both the traumas and excitement of immigration. A good introduction to the subject for young elementary students.

The American Experience: Becoming an American. (See page 166.)

The Girl Who Spelled Freedom. Disney Films. The story of a young Vietnamese girl's escape from Vietnam and her transition to life in the United States. Overcoming barriers of language, culture and war trauma, the young heroine goes on to win the National Spelling Bee. A good film for upper elementary students.

Coming Across. (See pages 99 and 166.)

Mi Vida: The Three Worlds of Maria Gutierrez. (See page 167.)

Molly's Pilgrim. Phoenix Films/Distributed by Anti Defamation League of B'nai B'rith, 823 United Nations Plaza, New York, NY 10017. (212) 490-2525. Based on the children's book by Barbara Cohen, this is the story of a young Russian Jewish girl who has emigrated to America with her parents to escape religious persecution. Her new schoolmates make fun of her ethnic mannerisms and she is very homesick. At her school's Thanksgiving celebration, Molly's "Russian Pilgrim" doll helps her to show her classmates about her culture and why she came to the United States. 24 minutes. Suitable for all ages. Available for sale or rent.

Yo Estoy Aquí: I Am Here: (Filmstrip and cassette) by Rose Blue, published by Listening Library, Old Greenwich, CT. The story of the experiences of Luz, a young Puerto Rican immigrant, on her first day in an American school. Good basis for discussion of the needs and fears of a newcomer child in a school setting. Includes a study guide for the teacher. (Ages 4-10)

Rafa Rafa. Simile II, Box 210, Del Mar, CA 92014. (619) 755- 0272. \$25. Also available through Social Studies School Service. This simulation is designed to give 12-40 participants experience in observing and interacting with a different culture. Cultural briefings are contained on cassette, and there are cards and a teacher's guide. Time: 80 minutes or two class periods.



*Alhambra Elementary
Newcomer Orientation
Center. Photo by Ed Lee*

Elementary-Level Curriculum Resources for Teachers

A World of Difference Curriculum. (See pages 49 and 169.)

New Faces of Liberty. (See pages 80 and 169.)

Forced Out. (See page 74.)

U.S.: A Cultural Mosaic. Teacher's handbook for primary grade, multidisciplinary multicultural programs. Prepared by Jimmie Martinez (Curriculum Consultant in Elementary Social Studies, San Diego Public Schools), and Arlene Watters, (elementary-level teacher for San Diego Public Schools). Distributed by the Anti-Defamation League of B'nai B'rith, New York, NY. This comprehensive guide was prepared to "help young children build positive attitudes about themselves and others," and is structured around a set of specific learning objectives, including the ways families transmit culture, how groups are defined,

and the ways cultural heritage are passed down. Lessons in the guide are built around the obvious points of cultural comparison such as holidays and heroes, but there are also sections that show how different cultures view natural phenomena, childhood and values, as illustrated by their folk tales. This guide is particularly helpful because it contains so many specific teaching resources: recipes, stories, songs, biographies and so forth.

Ethnic Pride. A resource book for teachers (grades 4-9) prepared by Greta Barclay Lipson, Ed. D., and Jane A. Romatowski, Ed. D. Published by Good Apple, Inc., Box 499, Carthage, IL 62321-0299 (1983). This isn't a curriculum, but a compilation of lesson ideas, exercises and classroom activities designed to familiarize students and teachers with various ethnic groups and to encourage students to investigate their own heritage. Each chapter offers a different "angle" from which culture can be explored: rituals, calendars, holidays, costume, folk medicine and superstition, among others, and is divided into three parts: for the teacher, student activities, and personal research.

My Ancestors are from Southeast Asia (...Central America, ...Korea, ...China, ...Mexico, ...Japan). Series edited by Nikki Schreiner. Published by Touch and See Educational Resources, P.O. Box 794, Palos Verdes Estates, CA 90274. These are individual books of "activity cards" adaptable for use at several grade levels, with simplified vocabulary and challenging and interesting subject matter. Each card suggests an activity, exercise, or outside reading that will lead the student deeper into the culture being studied. For example, one card is titled "Dance in Southeast Asia," and discusses briefly the philosophy and religious purposes of some dances, and then invites students to dance in the same way, after giving a general description of how the dance is performed.

Immigration: Law, Customs, History. Prepared by Gayle Mertz and others. Published by Safeguard Law-Related Education Program, Boulder, CO. Distributed by ERIC Clearinghouse for Social Studies—see Distributors section. (ED 251 366). Introduces students to immigration history with a chronology showing how immigration laws are related to historical and cultural events, an overview of immigration legislation, and graphs showing immigration according to region of origin. Exercises, activities and vocabulary lessons focus on citizenship and naturalization, illegal aliens and deportation. Tests, answer keys and a bibliography are included. (Grade 5)

Gateway: A Simulation of Immigration Issues in Past and Present. Interact, P.O.Box 997B, Lakeside, CA 92040. A four-part simulation on problems of immigrants, governmental response and ethnic pride. Time: 16-35 hours. 25 -35 players. 35 student guides, teacher's guide, \$16.

Refugee Bibliography. Available from the National Clearinghouse for Bilingual Education, 1 (800) 647-0123. An extensive bibliography of curricular and supplementary materials from different sources for teaching English to refugees.

Refugees in the United States: A Bibliography of ERIC Documents. ERIC/CUE Bibliography Number 7, by Carol Asher and Darryl Allandice. New York, NY: ERIC Clearinghouse on Urban Education, 1983. Available through ERIC (see Distributors). (ED 218 392). This 31-page bibliography cites 303 conference papers, research, project reports and other materials.

Secondary-Level Books

Ashabanner, Brent and Melissa. *Into a Strange Land: Unaccompanied Refugee Youth in America*. Dodd, Mead. 120 pages. This father-daughter writing team paints a vivid portrait of young refugees from Southeast Asia. The authors convey understanding of the culture shock, depression and profound loss felt by many new Americans.

Benezra, Barbara. *Fire Dragon*. New York: Criterion Books, 1970. Illustrated by Franc and Constance Roggeri. 223 pages. San Francisco, April 1906: Sam Watkins, delivering milk on his new job, is hurled about and his milk wagon horse killed by the great quake. The fires are beginning as Sam hurries to find his boss, and in the middle of the disaster Sam meets and helps the Lee family from Chinatown. His friendship with them sustains Sam through the loss of his own house and separation from his family in the following months. The adventures of Sam and Charlie Lee dramatize not only the quake and fire, but the ignorance and prejudice of San Franciscans concerning Chinese Americans during that time.

Bennett, Jack. *Voyage of the Lucky Dragon*. New Jersey, Prentice Hall, 1982. At fourteen, Quan Thi Chi and his younger sister Ly know only war. Quan hopes that when the Americans withdraw from Saigon and then from all Vietnam, he and his family will know peace. But under the new regime, Quan and Ly are ridiculed at school for having a "capitalist" father. Then his father, Phan, finds out that his tiny store is under government ownership and that his family will be relocated. Plucky Quan devises a plan for the family to flee to Malaysia. But there is no place for them anywhere in Southeast Asia, and they risk the open sea. Quan must grow up quickly, as his grandfather and then his father die. He and his Aunt Binh see the family through terrible hardship before their boat reaches the safe shores of Australia. This is a memorable, unsentimental account of a courageous pursuit of freedom, centered around the character of Quan. Exciting, tense, and filled with action, the story brings to life the plight of war refugees, the ways people react to tremendous stress, and the strength to be found in unshakeable family loyalty.

Bernstein, Joanne Eckstein. *Dmitry: A Young Soviet Immigrant*. Black-and-white photographs by Michael J. Bernstein. Clarion Books, 1981. Dmitry Gindin and his parents emigrate from Russia to find a better life in the United States. But New York overwhelms them: the language, the incredible number of cars, the difficult-to-decipher street signs, their tiny, dirty hotel room. The book's documentary approach and realistic photographs give the reader an immediate sense of the family's thoughts, feelings and reactions as they struggle with the transition to their new world.

Dowdell, Dorothy, and Joseph Dowdell. *The Japanese Helped Build America*. New York: Julian Messner, 1970. Illustrated by Len Ebert. 89 pages, photos, index. This history of Japanese-Americans and their culture begins with the first settlement, the Wakamatsu Tea and Silk Farm Colony in northern California. It discusses contributions immigrants from Japan have made to American life, including the farming techniques they brought with them. A list of outstanding Japanese-Americans is included. One chapter traces the story of an immigrant in the late 19th century. The prejudice encountered by Japanese in the United States that culminated with the internment of Japanese-Americans in barren relocation camps during the Second World War is also addressed.



Fresno Newcomers Program.
Photo by Carol Dowell.

Handlin, Oscar. *The Uprooted*. 1973, Little, Brown & Co., 200 West Street, Waltham, MA 02154, (617) 890-0250. 333 pages, rev. 1-4 copies, \$6.95 each; 5 copies and more, \$6.25 each. Also available through Social Studies School Service. Classic account of the great migration that formed the population of the U.S., newly revised and enlarged to include the events of the past two decades.

Higgins, James and Joan Ross. *Southeast Asians: A New Beginning in Lowell*. Foreword by Dith Pran. Lowell, MA: Mill Town Graphics, 1986. This photo essay tells the story of Southeast Asians as they arrived in Lowell from Cambodia, Laos and Vietnam. Each of the moving photographs is captioned in English, Khmer, Lao and Vietnamese.

Hoexter, Corrine K. *From Canton to California: The Epic of Chinese Immigration*. New York: Four Winds Press, 1976. Photos, bibliography, index. 304 pages. The history begins with an exploration of the economic and social conditions in China that contributed to the Chinese exodus. Chapters in Part One, "The Golden Magnet," describe Chinese-Americans in the gold rush, how they labored to build the Union Pacific Railroad across the Sierra, the growth of "Chinatowns" the opportunities and the prejudice Chinese encountered, and San Francisco Chinatown's destruction by fire during the 1906 earthquake. Part Two is an extended biography of the "Chinese Mark Twain," Dr. Ng Poon Chew, who founded the first Chinese-American daily newspaper after arriving in California in 1881 and was a distinguished editor and lecturer.

Jones, Claire. *The Chinese in America*. Minneapolis: Lerner Publications, 1972. Photos, index. 95 pages. Starting with life behind the Great Wall of China, the author takes us to California, the "Land of the Golden Mountains," where early Chinese immigrants worked in the gold fields and the railroad. She tells of their confinement in "Chinatowns," the restrictions on immigration, and the destruction of San Francisco's Chinatown in the 1906 earthquake and fire. One chapter invites the reader to simulate the experience of a Chinese immigrant. Changing contemporary attitudes toward Chinese Americans and the individual achievements of some, as well as the rising assertiveness of Chinese youth, are also covered. While the book deals with the Chinese experience across the country, two parts are centered exclusively on the Chinese in California.

Kismaric, Carole. *Forced Out. The Agony of the Refugee in Our Time*. New York: Human Rights Watch and the J.M. Kaplan Fund, 1989. 192 pages. Words and photographs explore where modern refugees come from and how their "experience is determined by political and not humanitarian concerns." Testimonies and maps. (See page 74.)

Kherdian, David. *The Road from Home: The Story of an Armenian Girl*. Greenwillow Books, 1979. Veron Dumejian's earliest memories, from 1907, are of her family's white stucco house surrounded by beautiful poppy fields in the Armenian quarter of Azizya in Turkey. Veron's family life was happy. Surrounded by many relatives, she had been especially close to her grandmother, her Aunt Lousapere, and a cousin close to her own age, Hrpsime. But during World War I the Turkish government, which was allied with Germany, forced nearly all Armenians living in Turkey to leave. Veron's family was torn apart by the order; her grandmother, Lousapere and Hrpsime were allowed to stay while the others had three days to prepare for a terrible journey across Turkey that cost many Armenians their lives.

Veron was the only member of her family who survived the long trek to Syria, where she was taken in by an orphanage for Armenian refugee children. When she was nearly twelve, she was reunited with her grandmother, but found that everything had changed in Azizya, which was caught in a struggle between Greeks and Turks. Wounded during the bombing of Azizya, Veron fled again, and finally left her homeland for America and an arranged marriage to an Armenian-American. In this wartime biography of his mother, written from her point of view, David Kherdian describes Veron's amazing resilience in the face of terrible persecution and calamities. She never gave up her faith or her Armenian identity, but it was perhaps most of all her natural optimism that helped her go on when others could not.

Light, Ken, with an introduction by Richard Rodriguez. *To the Promised Land*. New York: Aperture in association with the California Historical Society, 1988. A photographic chronicle of Mexican migrant workers' dangerous—sometimes heartbreaking—journey to the "promised land" north of the border. Light follows them from their poor villages in Mexico across the border. His camera shows the handcuffed hands of those intercepted and the shabby quarters of those who arrive to a life of hard work and a different kind of desperation. The photographs are accompanied by excerpts from interviews with immigrants and factual text by Mary Jo McConahay. While written for adults, the eloquence of the photographs is universal.

Marangell, Virginia J. *Gina Mia*. NY: Dodd, Mead and Company, Inc., 1979. (o.p.) The story of twelve-year old Gianna Dellesanto, the youngest of six children, begins in 1937. Her Italian immigrant parents work long hours and struggle to make ends meet, but Gianna believes her mother when she says, "As long as you have your family to love you, and your religion to believe in, then you will always be all right." Gianna dreams of becoming an archaeologist and is encouraged by her adored oldest brother, Eddy. World War II brings tragedy to the family and disrupts its closeness. But Gianna holds onto her dreams and pursues her goals. Her love for her parents and their traditions conflicts at times with the changes occurring both outside the family and within. Readers share three stages of Gianna's life—as a young immigrant schoolgirl, a high school student during the war, and a woman returning home for a family reunion—in this warm story of family relationships enriched by descriptions of Italian customs and Gianna's colorful community.

Meltzer, Milton. *The Chinese Americans*. New York: Thomas Y. Crowell, 1980. Black-and-white photos, bibliography, index. 170 pages. This history of Chinese immigrants in the United States—especially in California—is a story of gold miners, farmers and fishermen; of their journeys from China and their contributions to mining techniques and land reclamation in their new country. It is also the story of the callous exploitation of Chinese railroad workers on the Central Pacific Railroad (nine out of ten workers were Chinese), and the prejudice immigrants have encountered here. One chapter called "What's Wrong with this Picture?" describes the celebration when the railroad was completed. Readers are brought into the present with a description of the situation of contemporary Chinese Americans.

Meltzer, Milton. *The Hispanic Americans*. New York: Thomas Y. Crowell, 1982. Illustrated with black-and-white photographs by Morrie Camhi and Catherine Noren. Bibliography, index. 140 pages. This is a comprehensive history that goes from the early explorers—Columbus, Ponce de Leon, Cabeza de Vaca and Coronado—to the Hispanic communities in New York and Miami. California students will better

understand the state's history by reading the recollections of a young boy coming to Sacramento in the 1920s, and about the ways events such as the Treaty of Guadalupe Hidalgo with Mexico, the discovery of gold and the completion of the railroad affected California's Hispanic population. The section about Cesar Chavez and the United Farm Workers and other contemporary events conveys both the problems and triumphs of Latinos today.

Nguyen Ngoc Ngan. *The Will of Heaven*. Toronto, Ontario, Canada: 1982. One man's autobiographical account of his experiences in Vietnam, beginning with the accelerated American involvement in the war in 1965, through his internment with the Vietnamese Communists and finally his flight by boat in 1978.

Nguyen Xuan Thu (editor). *Life With Past Images*. Victoria, Australia: Phillip Institute of Technology, 1986. Eight Vietnamese who emigrated to Australia recount their experiences and memories in their new country in this anthology. Bilingual (English/Vietnamese).

Niemeyer, Marie. *The Moon Guitar*. New York: Franklin Watts, 1969. Illustrated by Gustave E. Nebel. 151 pages. This fast-paced mystery story is set in Chinatown, San Francisco, in the 1960s. Su-Lin, in junior high school, wants an "American" life, with slumber parties and school orchestra practice. Her grandfather, however, insists that the family follow traditional Chinese ways. Su-Lin befriends Tracy, a new Caucasian girl at school, and together they solve a mystery involving an old Chinese musical instrument called the "moon guitar." Su-Lin eventually wins the respect of her grandfather, and gets her father's backing in living a life that encompasses both Chinese and American traditions. Su-Lin's friendship with Tracy gives her many chances to explain Chinese traditions.

Sandoval, Dinorah. *Of Secret War and Roses*. Written by a high school student and winner of the Best Short Story Award from the Los Angeles Unified School District, this is the fictional autobiography of a Salvadoran refugee in a U.S. high school. Background information and vocabulary and language exercises are included.

Saroyan, William. *My Name is Aram*. New York: Harcourt, Brace, 1937. Illustrated by Don Freeman. 219 pages. Saroyan relates memories of episodes in his life as the son of an Armenian immigrant family in Fresno. He ran away from school to attend the circus; he defied his irate and frustrated teachers, he helped his uncle with his dream orchard; he chauffeured an oil-rich Indian. This easy-to-read, interesting book by a celebrated author gives a glimpse of the ideas and ideals of a poverty-stricken family during the Great Depression. Younger readers will enjoy the action, while the depth and sensitivity of the account will interest mature readers.

Seller, Maxine, ed. *Immigrant Women*. Philadelphia, PA: Temple University Press, 1981. Cloth, \$29.95; paper, \$10.95. 347 pages. Personal accounts of women who immigrated to the U.S.

Sheehy, Gail. *Spirit of Survival*. New York: William Morrow and Co., 1986. Beautifully written joint autobiographical account in the voices of both the New York City journalist who travels to a Thai refugee camp and ends up adopting a young Cambodian girl, and of the girl (Mohm). The book describes their journeys across nations, cultures and languages as they become a family.

- Steltzer, Ulli. *The New Americans*. NewSage Press, 1988. 175 pages. 160 photographs. Photo documentary book of the lives of immigrants and refugees in Southern California. Includes quotes from immigrants about schools and education, work, family and making the transition to life in America. An excellent resource for middle school or high school students, it brings readers to the homes, neighborhoods, jobs and cultural festivities of new residents from some 35 countries, and presents their stories of why they came and what they have found. A sampling: "The emphasis here is not on your being smart but on your *looking* smart. . . In third world countries they judge you by your intelligence."—Eskinder Yesus, Ethiopia. "My husband can go out, and the teenagers go out, but I can't. So I am left with the strain and the worry about them, imagining what might happen to them, waiting for them to come home"—Zevorina Romo, Mexico. "Having lived in Ghana and in Nigeria, we planned to go home to Sri Lanka, but the situation there became disturbing—we feared it might soon be another Lebanon"—Godfrey Gumasekera, Sri Lanka. "With our families and friends we speak Armenian, but with my American friends I act like an American. . . I have been able to be on the student council. But we can't have boyfriends. Once we have a friend, we have to get engaged to get married"—Alisa Shirikchian, Armenia.
- Szymusiak, Molyda. *The Stones Cry Out: A Cambodian Girl's Childhood, 1975-1980*. Translated by Linda Cloverdale. New York: Hill and Wang, 1987. This graphic memoir has been compared to *The Diary of Anne Frank*. The author was a vulnerable, sensitive girl during Cambodia's descent into hell under the Khmer Rouge, and lost most of her family. But like Anne Frank, she managed to keep memories of life's sweetness with her even while surrounded by fear, suffering and death.
- Taylor, Theodore. *The Maldonado Miracle*. New York: Doubleday, 1973. 189 pages. After his mother's death, Jose Maldonado's father crosses from Mexico into California to work in the fields. When 12-year-old Jose comes to Oxnard to meet him, his father isn't there. Jose—alone and "illegal" in a foreign country—ends up on a farm in the Salinas Valley, where he becomes involved in a "miracle." Readers see life in the migrant labor camps; they see what progress—in the shape of a freeway—can do to a community; and they see a boy come to decisions that are satisfying and right.
- Uchida, Yoshiko. *Samurai of Gold Hill*. New York: Charles Scribner's Sons, 1972. Illustrated by Ati Forberg. 118 pages. The year is 1869, and young Koichi becomes part of a great plan that takes him and his samurai father from their war-torn home in Wakamatsu, Japan, to Gold Hill, California. They arrive right after the gold rush with tea leaves and silkworm eggs to start a new life. As aliens, they are objects of curiosity. Life in Gold Hill is full of disappointments. But in spite of all the tragedies that befall this small colony, Koichi learns that he can always be true to the spirit of Samurai. This absorbing story, based on the history of the Wakamatsu Tea Colony in northern California, is recommended by the Association of Children's Librarians.
- Uchida, Yoshiko. *A Jar of Dreams*. New York: Atheneum, 1984. 131 pages. Eleven-year-old Rinko, a Japanese-American girl living in Berkeley in 1935, is trying to cope with a society she doubts will ever fully accept her. Influenced by her older brother, Ken, she tries to decide whether to follow her own dream or settle for playing it safe—a dilemma that will appeal to young readers. Rinko's whole family is changed by the arrival of small, quiet Aunt Waka from Japan. Somehow, Aunt Waka infuses them all with the courage they need to pursue their own goals.

Wartski, Maureen Crane. *A Boat to Nowhere*. Black-and-white illustrations by Dick Teicher. Westminster Press, 1980. 191 pages. This is the story of two orphaned children—twelve-year-old Mai and her younger brother Loc—who fled their home city with their grandfather Van Chi for what seemed a safe haven, a little village at the southern tip of Vietnam. There, Van Chi became the revered teacher and headman, and the little family began to put its life together again. But then a solitary boy, fourteen-year-old Kien, arrives at their village telling of resettlement camps, economic zones, and dislocation as the New Government takes over management of the country. One day, Mai, Loc and Kien return from a fishing expedition to discover that the New Government has arrived in their village and that Van Chi is being accused of treason. The three young people and Van Chi flee for Thailand in the village fishing boat. Their hazardous trip is for nothing; Thai officials turn them away even though Van Chi is terribly sick. Kien must take his place as leader. Attacked by pirates, beset by storms, victimized by other refugees who try to steal their boat, the three children and the dying man are drifting when Kien sees a ship and swims toward it. The crew will take only him, and he cannot abandon his friends. Just before his death, Van Chi tells Kien, "None of us choose to be born into a family. Nor do we choose those we have come to love." But the others are finally rescued by an American ship, whose doctor tells Kien that Mai will recover. This is an engrossing, fast-paced story about the plight of Vietnamese refugees. Although the dialogue is somewhat stilted and there are intrusive English translations of Vietnamese phrases (the glossary is sufficient), there are evocative illustrations and a valuable map. The story continues in the sequel, *A Long Way From Home*.

Wartski, Maureen Crane. *A Long Way From Home*. Westminster Press, 1980. 155 pages. (Also in paperback from New American Library.) In the sequel to *A Boat to Nowhere*, Kien struggles to adapt to American attitudes and habits. With his adopted brother and sister Loc and Mai, Kien now lives with the Olson family in Bradley, California. Mai and Loc have adjusted to their new home, but Kien cannot confide in the Olsons. Taunted, harassed and finally attacked by a racist bully at school, Kien finally retaliates by throwing a rock that badly injures the other boy. Although a witness verifies to the police and the bully's equally-racist—and furious—father that Kien acted in self-defense, Kien is sure that his chances with the Olsons and in Bradley are ruined. Believing that everyone will be better off without him and attracted by an old newspaper story about a happy Vietnamese settlement in the fishing town of Travor, Kien leaves Bradley. But wealthy and influential Paul Orrin has convinced the American fishermen in Travor that they are being ruined by the competition of Vietnamese fishermen who sell fish for lower prices. After inciting violence against the Vietnamese, Orrin sets fire to his own boat, frames a Vietnamese man for arson, and then makes the Vietnamese sell their boats to him in exchange for a promise not to press charges. Only Kien saw the arson and knows about the blackmail. In a rather melodramatic sequence of events, Kien rescues Orrin from a lightning-struck boat and is injured in the process. He then uses his new status and his secret knowledge to reconcile Americans and Vietnamese. But Kien misses Mai, Loc, and the Olsons. With life back to normal in Travor, Kien decides to return to them.

Watkins, Yoko Kawashima. *So Far from the Bamboo Grove*. NY: Viking/Penguin, 1987. The author, who is Japanese American, grew up in Korea during World War II. This is her account of her family's flight from Korea ahead of the Communists to war-torn Japan.

Yep, Laurence. *Child of the Owl*. New York: Harper & Row, 1977. 217 pages. Set in 1964, this contemporary story tells of a wise-cracking 12-year-old, Casey, her gambling, broken-spirited father Barney, and her wise Chinese-American grandmother. When Barney is injured in a mugging, Casey must abandon the nomadic life the two of them have led. She goes to San Francisco's Chinatown to live with her maternal grandmother Paw-Paw, whom she has never met. Living with her Paw-Paw makes Casey aware of her Chinese heritage and her own character.

Yep, Laurence. *Dragonwings*. New York: Harper & Row, 1975. 245 pages. In 1903 eight-year-old Moon Shadow leaves his mother and China to join his father Windrider in San Francisco's Chinatown, where he helps run the family laundry and begins to learn a new language and new ways. But a violent quarrel with a distant relative makes it advisable for the boy and his father to live in the white community. The 1906 earthquake destroys their quarters, but clears the way for Windrider to pursue his great dream of building an airplane. Just as *Dragonwings* is ready for its test flight, the two are robbed. Rescued by friends and family, Moon Shadow's father does fly. After a crash landing, Windrider's dreams center on bringing his wife to America, and he rejoins the family laundry business. This exciting, well-written tale was inspired by the true story of a young Chinese flier named Fung Joe Guey, who actually flew in the Oakland hills in 1909. Although it is fiction, its portrayals of Chinatown's fate during and after the earthquake and prejudice against burned-out Chinese refugees are based on fact. Reviewed and recommended by the Association of Children's Librarians.

Young, Alida E. *Land of the Iron Dragon*. New York: Doubleday, 1978. 213 pages. Soon after Lim Yan-Suang and his father arrive in San Francisco from China, the father is killed by a fire in the store where they live. The boy is left alone in a strange land. With the help of a Chinese slave girl, Lim Yan-Sang makes his way to Sacramento to join the Chinese crews building the first transcontinental railroad. Lim Yan-Sang makes some friends and a few enemies as this story builds to its startling climax. While the story discusses prejudice, the Association of Children's Librarians says that "...the constant name calling...and flat characterizations tend to reinforce stereotypes rather than dispel them," and does not recommend it.

Secondary-Level Films and Simulations

The American Experience: Becoming an American. Forum Productions, 1975. Series: The American Experience. For rent from University Film and Video (see distributors). The experiences of three families (Italian-, Chinese- and Mexican-American) illustrate the processes of change and assimilation faced by all immigrants. 22 minutes; color.

Coming Across. The Right Channel, 21 Ozone Ave., No. 5, Venice, CA 90291. (213) 392-1785. Inner city youth interview immigrant peers and find parallels in their life experiences. (See page 99.)

Cultural America: United States Geography. Encyclopedia Britannica Education Corporation, 1980. 425 Michigan Avenue, Chicago, IL 60611. 1 (800) 323-1229. Also available through Social Studies School Service for \$126. 4 color filmstrips with accompanying cassettes and a guide present attitudes, beliefs and ways of life that have emerged from the unique American experience. The character and value of a multi-ethnic society are emphasized.

Great Branches, New Roots: The Hmong Family. Hmong Film Project, 1983. Rents for \$25.50 through Audiovisual Library Service. This 42-minute color film features the family structure of Hmong refugees, and how family strength has helped the Hmong survive in American cities.

The Inheritance. Harold Mayer Productions for Amalgamated Clothing Workers of America, 1964. Available from Zenger Video, 10000 Culver Blvd., Dept. 91N, P.O. Box 802, Culver City, CA 90232-0802. \$90.00 (VHS and Beta II, \$110). This 45-minute black-and-white film tells the story of European immigrants who flooded Ellis Island at the turn of the century, and chronicles their story as working Americans from the early 1900s to the civil rights movement of the 1960s.

Mi Vida: The Three Lives of Maria Gutierrez. One West Media, P.O. Box 5766, Santa Fe, NM 87502-5766. (505) 983-8685. Maria Gutierrez is the daughter of Hispanic migrant farmworkers. At the age of 14, she is unable to read or write. From a California migrant labor camp she enters school for the first time. Four years later she wins a four-year scholarship to the University of California. In colorful and fast-paced sequences Maria visits her grandparents' in rural Mexico and talks of her roots; in the labor camp, her family talks about their sacrifices and their dreams for their children; on campus Maria reflects on her personal desire to excel. This 28-minute video addresses the problem of Hispanic student dropouts, and motivates students to continue their education by offering a dynamic role model. Suitable for students, from elementary school to college. For sale or rental.

Molly's Pilgrim. (See page 158.)

The New Immigrants. Prentice-Hall Media, 1980. Available from Social Studies School Service for \$79. This set of 2 color filmstrips and accompanying cassettes traces the history of immigration to the U.S. It explains where immigrants have come from and discusses the extent of various ethnic groups' assimilation into the mainstream culture. A teacher's guide contains scripts, lesson objectives and suggestions for activities, and there is an additional learning activity packet with 8 reproducible pages.

The Way of the Willow. Catalyst Productions, 1982. Can be rented from University Film and Video (see distributors). This 29-minute color film dramatizes the problems faced by a family that left Vietnam as boat people as they first settle in Canada.

Yo Soy Chicano. KCET-TV, Los Angeles, 1972. Available for rent from University Film and Video (see distributors). 59 minutes, color. This film offers a historical view of Chicanos' experiences, from their pre-Columbian ancestry to the present. It points out that Mexican-Americans have been subject to racism and exploitation throughout their history. Interviews discuss solutions to contemporary problems.

Bafa Bafa: A Cross Culture Simulation. Simile II, Box 210, Del Mar, CA 92014. (619) 755-0272. Also available through Social Studies School Service. Game booklet, 2 cassettes and guide for \$69.50. This 1-2 hour simulation for 18-36 players is designed to give participants experience in observing and interacting with a different culture. Cultural briefings are presented in the cassette recordings.

Gateway: A Simulation of Immigration Issues in Past and Present. (See page 159.)

"The Land of Milk and Honey," by Wayne Mahood in *Social Education* 44 (Jan. 1980), 22-24. Details of a simulation game for a secondary social studies unit on immigration, along with discussion questions.

Secondary-Level Curriculum Resources for Teachers

Coming to America: American Immigrants Series. Dell: 1980. Each book in this five-volume series uses letters, diaries, photographs and interviews to portray the diversity of immigrant experience in the U.S. Documented sources, bibliography and a brief history of pertinent immigration laws.

Ethnic Heritage Studies: The Immigrant Experience: The Long, Long Journey, Experimental Unit, by Chic Langnehs. ERIC, 1976. (173 227) This teaching guide focuses on one immigrant family's journey and its assimilation into U.S. society—the dreams and the realities. It includes instructional strategies and materials lists. The film, "the Immigrant Experience: The Long, Long Journey," is a focal point for class discussion, analysis, essay writing and role playing. Prepared by the Louisville Area Ethnic Heritage Studies Project.

Forced Out. (See page 74.)

Gateway: Deportation, by Estell Howard and others. The Constitutional Rights Foundation, Los Angeles, CA, 1982 (Rev.) Available through ERIC (see Distributors). (#250 269) This secondary-level teaching unit presents deportation case studies with pro and con analysis of relevant legal problems. Due process rights for aliens are outlined. The lesson plan provides questions and discussion on case studies, resolution of disputes and lists related court cases pertaining to immigration and deportation.

Immigration Graph Skills Kit and Photo Aids. Social Studies School Service. This kit presents U.S. immigration from 1820 to 1975, and helps students develop graph-reading and research skills. 40 photo aids, a chart and a teacher's guide with 2 reproducible pages for activity cards are included for \$38.95.

Immigration: Law, Customs, History. (See page 159.)

Immigration and Illegal Aliens: Burden or Blessing? Part of the Information Series on Current Topics, 1987 edition. Information Aids, Inc., Plano, Texas. Provides current information about immigration for the secondary classroom.

Immigrants All...Americans All. Available from The Portfolio Project, 6011 Blair Road NW, Washington, DC 20011. (202) 832-0340. A curriculum and project designed to increase tolerance and empathy for ethnic diversity and improve critical and analytical thinking capabilities through the study of immigration history in the United States. Meant to be used as a district- or community-wide program. Includes teacher's guide, books, slides, film strips, posters and a music cassette.

Immigration (a documentary photo series). A series of wall poster photographs of immigrants and documents pertinent to the history of immigration in the United States. Available from Documentary Photo Aids, Inc., P.O. Box 956, Mount Dora, Florida 32757.



*Birney School in Fresno.
Photo by Robert Scott ©
Radio Bilingüe.*

Immigration: Questions and Answers, by Elaine M. Murphy and Patricia Cancellier, 1982. Population Reference Bureau, 1337 Connecticut Ave., NW, Washington, DC 20036. (202) 785-4664. Also available through ERIC (see Distributors). (# 220 382). Booklet explains current U.S. immigration problems and policy in question-and-answer format. Accompanying teacher's guide (Interchange Vol. II, No. 2) contains teaching activities for using the booklet in social studies classes. Includes photos, graphs, charts, political cartoons. 13 page booklet is \$2, or \$1.75 each for two or more copies. Teacher's Guide is 75 cents plus \$1 postage.

A World of Difference Curriculum. Available from A World of Difference, 121 Steuart Street, San Francisco, CA 94105. (415) 546-0200. A teacher/student study guide developed by the Anti-Defamation League of B'nai B'rith. Focuses on prejudice, discrimination and stereotyping. Includes an annotated bibliography. For upper-elementary and secondary students. (See page 49.)

New Faces of Liberty. Available from the New Faces of Liberty Project, San Jose State University, Humanities Department, 1 Washington Square, San Jose, CA 95192-0092. (408) 924-4464. A curriculum for upper elementary and secondary grades about immigration. Utilizes historical materials, comparison with the experiences of current groups of immigrants and refugees and other immigrant groups through history. (See page 80.)

The New Americans: Changing Patterns in U.S. Immigration, by Brent Ashabrunner, 1983. Dodd, Mead & Co., 79 Madison Ave., New York, NY 10016. Also available through Social Studies School Service. 212 pages; \$13.95. Introduces students to the controversial issues in current immigration policy, and illustrates the problems with stories of Asian and Latin American immigrants.

"The New Ellis Island," by Kurt Anderson in *Time*, 121 (June 13, 1983): 18-25. The article describes cultural traits, life-styles and economic opportunities of different immigrant groups in Los Angeles.

Teaching About Human Migration in Global Perspective (Occasional Paper #4), by Carlos Cortes. Global Perspectives in Education, Inc., 1983. \$1.50 plus 75 cents postage. This 11-page booklet looks at the global issue of migration, and discusses ways to integrate the issue into school curricula. The author also discusses a media approach to teaching that he has used successfully in his own classes.

"Teaching Immigrant Students at the Secondary Level: Some Implications for Social Studies Programs," by Ronald C. Kirbyson and Elizabeth Peterson in *History and Social Science Teacher*, 15 (Fall 1979): 1-5. Reprint available from UMI. Article suggests ways to develop and direct interdisciplinary learning activities for immigrant students in high school social studies courses.

The Armenian Genocide. A curriculum published by the Armenian National Committee, Glendale, California, 1988. It was prepared in conjunction with the California Legislature's instruction to the Department of Education to develop a model curriculum that encompassed human rights violations and genocide. It provides comprehensive historical background, the history of the genocide itself, and the aftermath of this tragedy, about which far too little public knowledge exists.

Worldwinds. A semi-annual journal published by the Center for Studies in English as a Second Language, Boulder High School, Boulder, CO 80302. \$5 subscription. Essays, articles and stories written by teenage immigrants to the U.S. that treat adjustment to American culture, comparison of native and U.S. customs and culture, and descriptions of refugees' experiences.

Distributors of Multicultural/Multilingual Teaching Resources

Claudia's Caravan, P.O. Box 1582, Alameda, CA 94501. (415) 521-7871. The Caravan sells multicultural and multilingual materials including cookbooks, activity guides (origami and other folk art, multicultural birthday celebrations, etc.), children's histories, playing cards, flashcards, videos, records and dolls. Catalogues with order forms are available, and the Caravan's display rooms are open by appointment.

Center for Teaching International Relations (CTIR) Press, Graduate School of International Studies, University of Denver, Denver, CO 80208. CTIR publishes educational materials designed "to inform, to stimulate student interest, and to develop critical thinking skills" in global studies at all grade levels. Some sample titles: *Teaching Global Awareness with Simulations and Games*, *Teaching Cultural Awareness Using the Media*, *Teaching About Human Rights*, *Teaching About Ethnic Conflict*. Catalogues with order forms are available from the publisher, and telephone orders may be placed by calling (303) 871-3106.

ERIC Clearinghouse for Social Studies, Social Studies Development Center, Indiana University, 2805 East Tenth Street, Bloomington, IN 47405. (812) 855-3838.

Global Village Toys, 2210 Wilshire Blvd., Suite 262, Santa Monica, CA 90403. (213) 459-5188. Anti-bias products for children, educators and parents.

Stanford Program on International and Cross-Cultural Education (SPICE), Lou Henry Hoover Building Rm. 210, Stanford University, Stanford, CA 94305. (415) 723-1114. David L. Grossman, Ph.D., Director. SPICE has designed materials intended to improve the quality of elementary and secondary teaching about Africa, China, Japan and Latin America. Its publications are not comprehensive curricula, but can be incorporated with existing curricula, such as slide shows, bibliographies, etc. For example, the Africa teaching resources include a lesson guide about freedom of the press and a series for French language students about how French is used and spoken in Africa. A catalogue with order form is available.

Social Studies School Service, 10200 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232-0802, (213) 839-2436.

University Film and Video, University of Minnesota, 1313 5th St. SE, Suite 108, Minneapolis, MN 55414. (612) 627-4270.



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CALIFORNIA TOMORROW is a non-profit, non-partisan membership organization built on the belief that the state's diverse population offers a rare opportunity to create a fair, working multiracial, multicultural society. CALIFORNIA TOMORROW publishes a magazine, organizes local coalitions, runs a fellowship program, and conducts policy research and advocacy.

For more information about CALIFORNIA TOMORROW please contact the offices below. Copies of *BRIDGES* (\$15) and *Crossing the Schoolhouse Border: Immigrant Children in the California Public Schools* (\$12) may be obtained from the San Francisco office. Please include 6.5% sales tax with orders.

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*Do you know of other innovative programs
or individuals helping immigrant students and their parents
with the transition to U.S. life and schools?*

*Do you know of models for helping youth of all racial, ethnic
and cultural backgrounds to find common ground with one another?*

*Please let us know by writing to the
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Fort Mason Center, Building B, San Francisco, CA 94123.*

*Please include a contact person, phone number
and address for the program submitted.*

Thank you!



BRIDGES: Promising Programs for the Education of Immigrant Children

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